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AN EVALUATION OF THE MASTER OF EDUCATION PROGRAM IN
COUNSELING AT THE UNIVERSITY OF ALBERTA

by



GLORIA FERRARI

A THESIS

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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "An Evaluation of the
Master of Education Program in Counseling at the
University of Alberta" submitted by Gloria Ferrari
in partial fulfilment of the requirements for the
degree of Master of Education.



Abstract

The primary purpose of this study was to examine and evaluate, some aspects of the Master of Education program in counseling at the University of Alberta.

The subjects were the graduates who had completed their Master of Education degree in counseling and all professors who are, or had been, involved with the program. Attitudes and opinions were obtained by means of a questionnaire developed by the writer. A return of 83 percent was received which gave a sample of 42 graduates and 12 professors.

Only 7 percent of the graduates were presently full time counselors with an additional 25 percent engaged in part time counseling.

The following are conclusions supported by a majority of the respondents. The two most beneficial courses were the counseling practicum and personality theory. Generally a broader spectrum of course offerings was desired, especially in the areas of behavioral counseling, abnormal psychology, and psychopathology. An internship was desired by over 75 percent. While the thesis advisory system was considered satisfactory the grading system was not. Most favored replacing the stanine system presently used in grading with a system consisting of three categories - honors, satisfactory,

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Chapter 1

Introduction

Changes have been made in the counselor education program, Department of Educational Psychology, University of Alberta, since the program began in 1960. In addition, both the number of staff and students involved in the program have been greatly increased.

Since the opinions of graduates of a program may be used as one criterion by which to judge its worth, many additions to or deletions from the program should be made, keeping in mind the attitudes and desires of the graduates. It is probably true that many factors were examined and weighed before the program changes were made. Even so, it might be useful to provide some concrete data that could be studied and examined in further planning for modifications in the counselor education program. This thesis makes such data available.

Who are these people? Why did they come to the University of Alberta? From where did they come? What did they gain from their graduate training? What is the nature of their employment? This information could only be obtained by contacting and interviewing the end product of the program, the graduate. Only in such a manner could the writer know of their attitudes toward the training they had received and its adequacy

or lack of it for their present occupation. In that way, an appraisal of the counselor education program at the University of Alberta was made.

Statement of the Problem

The primary purpose of the investigation was to appraise aspects of the Master of Education program in counseling at the University of Alberta.

Objectives to be realized from analysis of the data were:

1. To ascertain the nature of employment of the graduates.
2. To seek evidence for consideration when decisions regarding changes in curriculum and program are being made.
3. To find out what were felt to be the values of writing a thesis.
4. To see whether or not an internship was considered desirable.
5. To compare the views of the graduates of the program with those of the professors.

Chapter 2

Review of Related Literature

Many articles are appearing in journals calling for evaluation and follow-up studies of counseling programs. Shertzer and England said that "counselor educators are obligated to conduct follow-up studies of those who enter and leave their preparation programs (1968, p. 363)." They feel that this enables the institution to make systematic judgments of the adequacy of its program. George Hill (1968) also concurs with the above opinion when he says that there is a need for institutional self-study in order to improve standards. Carkhuff feels that

The future of counseling psychology or psychology in general, not unlike the future of any given counseling process, must ultimately be in the hands of those for whom we serve--in this case, our students--as in the instance of counseling it is our clients. (1967, p. 311).

In 1965 a report was published by Cosgrave et al. in which they outlined the training counselors should receive. They say:

Training in counseling should be a two-year post graduate program covering the following fields: understanding behavior, knowledge of environment, appraisal of the individual, counseling and other forms of constructive action, professional orientation, research and statistics, practical training and internship under adequate supervision in appropriate settings, and counselors personal development. (1965, p. 4).

Furthermore they point out that the above is recommended by the American Personnel and Guidance Association, the American Psychology Association, and the National Seminar on Guidance and Counseling. This being so, the internship, one of the above fields is not covered by the counselor training program at the University of Alberta. In the writer's thesis other areas are suggested which the respondents felt should be included in the above description and whether or not an internship was desired.

Studies specifically related to the evaluation of counselor education programs are very scarce; in fact, the writer was able to locate only two. Why is this so? Arnold offered the following reason "counselor educators simply do not know what they are doing, nor how to evaluate it (1962, p. 189)." Meyering conjectured "counselor educators are basically an uncreative lot. For the most part, we are intellectually lazy, inefficient, egocentric, and have a real commitment to the status quo (1964, p. 37)."

Follow-up studies can be beneficial, as Scott (1970) has outlined. When changes were instituted in a counselor education program as a result of a follow-up study, he was able to draw the following conclusions from a later follow-up study of the graduates of the new program.

It is therefore, concluded that marked changes in the counselor education program studied were followed by significant changes in much follow-up data for alumni and, more importantly, that in general the follow-up changes were favorable to professionalization of counseling and guidance. (1970, p. 204).

One of the most significant results in Scott's study was an increase from 42 to 71 percent of alumni in guidance or counseling positions.

The above follow-up study was a valuable aid in making program improvements which led to graduate satisfaction. If more such studies were carried out perhaps the overall satisfaction with counselor education would be improved.

Chapter 3

Research Design, Instruments, and Procedures

This chapter outlines the design of the research, instruments used in data collection, and an outline of the procedures used in analysis of the data.

Definitions

For the purposes of this study the following definitions were used:

Graduates. All students who had completed a Master of Education degree in counseling at the University of Alberta by the end of March, 1970.

Professors. All professors presently or previously involved with counselor training courses in the Educational Psychology Department at the University of Alberta. Those graduates of the Master of Education program in counseling at the University of Alberta who had been professors less than one year were included in the noncounselor group.

Practising counselors. Those graduates involved in the field of counseling on a full or part time basis. For the remainder of the study this group will be referred to as counselors.

Non practising counselors. Those graduates who are not currently doctoral students or who did not list their present occupation as counseling and the present

professors in Educational Psychology who are graduates of the Master's program in counseling at the University of Alberta, but who have been professors less than one year. This group will be called noncounselors in the rest of the study.

Students. Those graduates who are presently full time doctoral students in Educational Psychology at the University of Alberta.

Procedures and Data Organization

To obtain information regarding opinions of the graduates of the program and the professors teaching it some method of obtaining data had to be developed. It was decided to develop a questionnaire centering on what information was conceived as necessary to the study. The writer drew up a blueprint of the important areas to be included in the questionnaire. After these areas were discussed with other students and professors, questions were developed to cover the different areas. These questions were then given to several students to see how they would interpret them and to check on the level of language used. Any confusing questions were clarified and the revised questionnaire was given to two professors of counselor education for their reaction and suggestions. These suggestions were then incorporated into the final version of the questionnaire. (see Appendices A and B)

The final questionnaire was composed of two types, one for professors, and one for graduates of the counseling

program. They consisted of as many identical items as possible, with the addition of questions pertinent mainly to their own doctoral training on the professors questionnaire.

The writer decided to interview those graduates and professors who could be reached in Edmonton. The remainder completed the questionnaire on their own.

The two forms of the questionnaire were divided into the following sections:

- a) Background information. This information was needed to compare aspects of the respondents activities and to describe the participants. Description of the sample was required to aid in the interpretation of the responses.
- b) Graduate studies program. This section was included to determine the benefits derived from taking the counselor training, and also, courses that the graduates felt to be of little value. The writer wanted to establish areas that might be improved by a change in curriculum, grading, or supervision. Also, she wished to determine which parts of the program might remain because of their perceived value to counseling.
- c) General Questions. The final section, general information, was included to see if the attitudes of professors and those graduates who continued on into the doctoral program were more similar than the attitudes of professors and those who finished this part of their formal education at the Master's level.

Research Design

A questionnaire was given to the professors involved in the counseling program and the Master of Education graduates in counseling at the University of Alberta. The respondents were then grouped into the following four categories and the data tabulated for each: professors, counselors, noncounselors, and students. For those who could be contacted personally answers to parts of the questionnaire were tape recorded and the interviews transcribed.

Sample

The sample consisted of 51 Master of Education graduates in counseling at the University of Alberta and 14 professors of which 3 are no longer at the University of Alberta. While there have been more Master of Education students in counseling only those were used in the study who had completed the full degree requirements. From this group of 65 a return of 54 or 83 percent of the questionnaires was received. The unreturned questionnaires did not fit into any one of the categories but rather were from all four groups, so that they were unlikely to prejudice the results. Of the 11 incomplete questionnaires 2 were from professors, 4 from students, and 5 were those of present counselors or noncounselors.

The results of the study were described in terms of the four major groups: those graduates of the Master

of Education program in counseling who are now doctoral students, professors, counselors, and noncounselors. See Table 1 for the percentage composition of the sample for each of these groups. Table 2 contains information on the composition of the sample and the sub-groups used in the study.

TABLE 1
The Sample
N = 54

Category	Number	Percentage
Professors	12	22
Students	10	18
Counselors	11	20
Noncounselors	<u>21</u> 54	<u>40</u> 100

All 10 students were personally interviewed, as were 75 percent or 9 out of the 12 professors, 43 percent or 9 of the 21 noncounselors, and 46 percent or 5 of the 11 counselors. The reason that a greater percentage of the first two groups was interviewed was their easier accessibility since all were in the city of Edmonton.

The years in which participants in this study received their undergraduate degrees are shown in Table 3. All students and well over one-half of the counselors and noncounselors received their undergraduate degrees since

TABLE 2

Distribution of Graduates and Professors According to Age and Marital Status

Groups	Age	Age Number (N=54)	Percent	Marital Status	Marital Status Number	Percent
Current Doctoral Students	21-25	N = 10	20	Single	1	10
	26-30		50	Married	8	80
	31-35		30	Separated	-	-
	36-40		-	Divorced	1	10
	41-45		-	Widow or	-	-
	over 50		-	Widower	-	-
Professors	21-25	N = 12	-	Single	1	8.5
	26-30		8.5	Married	11	91.5
	31-35		33	Separated	-	-
	36-40		50	Divorced	-	-
	41-45		8.5	Widow or	-	-
	46-50		-	Widower	-	-
Counselors	21-25	N = 11	-	Single	6	55
	26-30		36	Married	4	36
	31-35		9	Separated	-	-
	36-40		18.5	Divorced	-	-
	41-45		9	Widow or	1	9
	46-50		18.5	Widower	-	-
Noncounselors	21-25	N = 21	-	Single	4	19
	26-30		24	Married	17	81
	31-35		57	Separated	-	-
	36-40		5	Divorced	-	-
	41-45		9	Widow or	-	-
	46-50		-	Widower	-	-
	over 50	1	5			
						11

TABLE 3

Year of Undergraduate Graduation

N = 54

Year	Students (N=10) ^a		Counselors (N=11)		Noncounselors (N=21) ^a		Professors (N=12)		Total (N=54) ^a	
	N	%	N	%	N	%	N	%	N	%
1943	-	-	1	9.1	-	-	-	-	1	1.8
1948	-	-	-	-	-	-	1	8.3	1	1.8
1952	-	-	1	9.1	1	4.2	3	25.0	5	8.9
1953	-	-	-	-	-	-	1	8.3	1	1.8
1955	-	-	-	-	-	-	3	25.0	3	5.4
1957	-	-	2	18.2	-	-	-	-	2	3.6
1958	-	-	-	-	1	4.2	-	-	1	1.8
1959	-	-	-	-	2	8.3	1	8.3	3	5.4
1960	-	-	-	-	1	4.2	1	8.3	2	3.6
1961	-	-	-	-	7	29.2	1	8.3	8	14.3
1962	-	-	1	9.1	1	4.2	-	-	2	3.6
1963	-	-	1	9.1	5	20.8	-	-	6	10.7
1964	1	11.1	1	9.1	1	4.2	1	8.3	4	7.1
1965	1	11.1	2	18.2	2	8.3	-	-	5	8.9
1966	4	44.4	2	18.2	3	12.5	-	-	9	16.1
1967	2	22.2	-	-	-	-	-	-	2	3.6
1968	1 ^a 9	11.1 100	- 11	- 100	- ^a 24	- 100	- 12	- 100	1 ^a 56	1.8 100

^aA discrepancy is present since one student failed to report a year of graduation, and three noncounselors reported two years, due to having obtained two degrees. Percentages were calculated according to the resultant totals rather than to the original sample size.

1961. However, two-thirds of the professors graduated from an undergraduate program prior to 1956.

Limitations of the Study

The writer recognized that this study was subject to the limitations which pertain to most questionnaires such as: incomplete returns, and possible misunderstanding of parts of the questionnaire. Some attempt to overcome this was made by the writer. Follow-up letters were sent to the participants asking them to return their questionnaires. Any questions that were unclear to students who read the unrevised questionnaire were clarified before being given to Fair and Zingle for their approval. Again, any areas which they felt might be ambiguous the writer rewrote so that misinterpretation would be less likely.

The percentage of questionnaires returned would, to a large degree, affect the general applicability of any findings to the total graduate population. A key role would also be played by the reliability and completeness of the data received. While complete anonymity of response was guaranteed the respondents, one cannot say how the present job situation of the respondent influenced his wanting to maintain the status quo of counseling or, on the other hand, to alter it. Certainly these are variables which merit consideration.

Chapter 4

Results

This chapter has been divided into four sections: students, counselors, noncounselors, and professors. The results for each group are discussed separately.

The Student Group

This group was composed of those Master of Education graduates now enrolled in doctoral studies.

Types of undergraduate degrees earned. No student held more than one undergraduate degree. The types of degrees earned are summarized in Table 4. One-half of the students held a Bachelor of Education degree, four a Bachelor of Arts, and one a Bachelor of Science.

TABLE 4
Type of Undergraduate Degree
N = 10

Degree	Number	Percent
Bachelor of Arts	4	40
Bachelor of Science	1	10
Bachelor of Education	<u>5</u> 10	<u>50</u> 100

Courses of Study

Four who had a Bachelor of Arts degree majored in psychology and one who had a Bachelor of Science degree majored in mathematics. Of the five persons with Bachelor of Education degrees, two had specialities in mathematics, two in biological sciences, and one in social sciences. The students listed minors in social sciences, biological sciences, English, zoology, and sociology.

Work experience. Table 5 provides data on the number of jobs held by the student group since the undergraduate degree.

TABLE 5
Number of Jobs Held
N = 10

Between Undergraduate Degree and Master of Education Degree	Number of Jobs	N	Percent
	0	3	30
	1	5	50
	2	1	10
	3	<u>1</u>	<u>10</u>
		10	100
Since Master of ^a Education Degree	0	10	100

^aSince the Master of Education degree none have held full time jobs, although 1 respondent listed 4 part time jobs.

Of the 10 job experiences only two were not in some way connected with education at some level. Forty-five percent of them were teaching positions.

Professional organizations. This question was included to determine both the number and kind of organizations to which the respondents belonged. It gives some indication of the amount of interest the individual has in his profession. Membership in various groups might offer valuable sources of learning for the counselor or teacher. Table 6 gives the data for the organizations to which the students belonged.

Of interest is the fact that two thirds are members of either the Psychologists Association of Alberta, Canadian Guidance and Counselling Association, or the American Psychologists Association. The average number of organizations belonged to is 1.6.

Graduate Studies Program

This section brings together many opinions and recommendations of the sample regarding their Master's education. Several aspects of the counselor education program have been included in the discussion. Reactions to the present requirements for the Master of Education degree are reviewed. The courses offered are scrutinized as to their value and relationship to counseling. Also, parts of the advisory system are examined. From this information conclusions, and implications concerning the program offered were made.

TABLE 6
Professional Organization Membership
N = 10

Name of Organization	Number of Participants	Percent	Number of Organizations Belonged to	N	Percent
Psychological Association of Alberta	4	40	0	2	20
Canadian Guidance and Counselling Association	6	60	1	3	30
American Psychology Association	4	40	2	3	30
Phi Delta Kappa	1	10	3	1	10
Alberta Teachers Association	1	10	4	1	10
Guidance Council	$\frac{1}{16}$			$\frac{1}{10}$	$\frac{10}{100}$

Table 7 contains the year of completion of the Master's program for the students. As well, the length of time taken to complete the degree is outlined. The two students who took longer than two years to complete the degree worked at it part time after the first year.

Reasons for selecting the university
of alberta.

Respondents

were asked to rank the reasons given as to how closely they corresponded with their own reasons for selecting the counseling program at the University of Alberta for their graduate studies. They were asked to rank the reasons for coming. Number "1" was placed by the reason most like their own. The results are shown in Table 8. Travel convenience, advice, and financial assistance received were the major reasons for coming.

Value of courses. There was a wide variation in the number of courses selected by students as the most valuable to them as counselors. The respondents were to order them from the most to the least beneficial for counseling. The writer selected the first five which they gave and summarized the results in Table 9. The first course which was listed was given a value of "1" and so on to "5".

The practicum course in counseling was ranked most valuable by 80 percent of the students and all ranked it as one of the five top courses. The only courses receiving at least 50 percent of the student vote as fitting into the top five were: advanced counseling theory (60%), individual

TABLE 7
Year of Receiving Master of Education Degree
N = 10

Year of Completion	N	Percent	Total Years to Complete	N	Percent
1968	1	10	1	-	-
1969	4	40	2	7	70
1970	4	40	3	1	10
No answer	$\frac{1}{10}$	$\frac{10}{100}$	4	1	10
			No answer	$\frac{1}{10}$	$\frac{10}{100}$

TABLE 8

Reasons For Selecting the Educational Psychology Department at the University of Alberta
N = 10

Number of Participants Indicating Each Reason Value						
Value	Reputation of Department	Cost	Financial Aid Received	Convenience of Travel	Advice from Some Person	Other ^a Reasons
1 (most important)	2	-	1	2	3	2
2	1	1	3	3	1	-
3	3	3	1	-	2	-
4	3	3	-	-	2	1
5	-	1	4	3	1	-
6 (least important)	-	1	-	1	-	2

Note: - Only 9 of the 10 people in this group answered the question.
^aOnly 5 used this category.

TABLE 9
Course Value

		Number of Students Indicating Each Course Value														Other Departments		
Value		504	510	511	512	513	515	517	518	520	524	571	592	599	610	Social Philosophy 353	Psy. 353	Voc. Ed. 350
1 (most beneficial)	-	-	-	-	8	-	-	-	-	1	-	-	-	-	-	-	-	-
2	-	1	-	-	-	-	1	-	1	1	2	-	1	1	3	-	-	-
3	-	-	-	-	-	1	2	2	1	1	-	-	-	-	1	1	-	-
4	-	-	-	-	2	-	1	-	-	-	3	1	-	-	1	-	-	1
5 (least beneficial)	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{10}$	1 $\frac{1}{5}$	1 $\frac{1}{10}$	1 $\frac{1}{5}$	2 $\frac{2}{10}$	2 $\frac{2}{10}$	3 $\frac{3}{10}$	5 $\frac{5}{10}$	2 $\frac{2}{10}$	1 $\frac{1}{10}$	2 $\frac{2}{10}$	6 $\frac{6}{10}$	1 $\frac{1}{10}$	1 $\frac{1}{10}$	1 $\frac{1}{10}$

Note: - The titles of the above courses are: 504-Statistics and Research Design in Education, 510-Counseling Theories, 511-Vocational Development and Choice, 512-Seminar and Practicum in Individual Counseling, 513-Group Assessment in Guidance and Counseling, 515-Theories of Personality, 517-Group Dynamics, 518-Seminar and Practicum in Group Counseling, 520-Seminar and Practicum in School Psychology, 524-Individual Diagnosis in School Psychology, 571-Advanced Educational Psychology; Learning, 592-Seminar and Research in the Social Psychology of School and the Classroom, 599-Individual Directed Reading and Research, 610-Advanced Counseling Theory, Psychology 353-Developmental Psychology, 350-Vocational Education-Educational Programs and Practices in Industry and Labor.

testing (50%), and personality theory (50%). Of the four mentioned, only the last is one of the core courses required by all graduate students in Educational Psychology. It might be concluded from this that some courses in the core required are not felt to be especially pertinent to counselors.

The core. The core, at present, is a group of courses required by all graduate students in Educational Psychology, irregardless of their specialization area. Participants were asked to rank the core subjects in the order which they considered them to be most valuable for counseling. "1" was used for the most valuable and so on to "5" for the least valuable. See Table 10 for the results.

It might be observed that Introduction to Educational Research had 90 percent of the students assign it to fourth or fifth place, and an equal percentage assigned Theories of Personality to first place. Students approving of the concept of a core numbered 8 of the 10 responding. They felt that a core served as a good starting point in Educational Psychology, in that it put all students on a semi-equal basis regarding the knowledge they would have. Also, they felt that there were basic experiences that everyone in Educational Psychology should have and that these could be taken care of in a core. They felt, however, that the core should be flexible and all or part of it waived for the student who already had met these requirements.

The two who were not in favor of a core felt that

TABLE 10

Core Course Value

N = 10

Number of Participants Indicating Each Course Value										
Value	Introduction to Educational Research		Theories of Personality		Social Psychology and Education		Advanced Educational Psychology: Development		Advanced Educational Psychology: Learning	
	N	%	N	%	N	%	N	%	N	%
1	-	-	9	90	-	-	-	-	1	10
2	1	10	-	-	3	30	2	20	4	40
3	-	-	1	10	2	20	5	50	2	20
4	3	30	-	-	2	20	3	30	2	20
5	6	60	-	-	3	30	-	-	1	10
	10	100	10	100	10	100	10	100	10	100

it was not flexible enough in that it was not possible to take whatever course one wanted when it was convenient for the student. They also felt that the core was "inadequate" due to the varying backgrounds brought by students to the graduate program; that is, some need more psychology than the core contains. These gaps in the student's background should be filled by courses in that particular area.

Courses which they felt should be added to the core were individual testing, abnormal psychology, and behavior therapy and related methods. It was also suggested that the learning and developmental psychology courses might be lengthened to full year courses.

Judging by the courses students would like to see added to the core, it would give a core suitable for counselors but not so much for the other Educational Psychology sections. Perhaps it is time that no single core was required of all but rather that each individual specialization such as counseling, testing, have its own core. That would enable suggestions like the above to be incorporated into a counseling core.

As well the additional courses desired in the core, the students mentioned the following as areas which they would like to see made optional by the department. These were an advanced practicum or internship, behavioral counseling, abnormal psychology, industrial and physiological psychology, family counseling, a learning disabilities course, and a course on counseling the retarded. It can be

seen that abnormal psychology and behavioral counseling were mentioned as desirable in either the core or as an option. This request was the most popular given by the students on their replies. One interesting suggestion was that individual professors offer practicums in their special approach to counseling. This would allow the student greater latitude in choosing what worked best for him, as he could try several techniques under the guidance of different people. This assumes, of course, that the professors use varied approaches to counseling and are experts in them. Preferably they could cover the spectrum of counseling techniques available.

Behavioral counseling. All student respondents favored the offering of specific courses in behavioral counseling. These courses would emphasize learning theory techniques. They felt it should be offered since it is a recognized theoretical position and, as such, the students should be acquainted with it. Behavioral counseling, it was pointed out, is most useful where there is a specific deficit in the person's behavior, such as that found in an autistic child. It was also felt to be a helpful approach with the retarded. The most unusual response to this question was that "the many approaches to counseling are only as effective as the reinforcement principles underlying them". The writer might add that without proper application of those principles and knowledge of what one is doing probably any counseling done will be ineffective.

Elementary, secondary, non-school counselor training.

Only

two of ten said there should not be separate specialized programs for training elementary, secondary, and non-school counselors. They felt that a counselor should be prepared to work with people in all the situations mentioned. One person said that if elementary counseling is done well, this means that one is working with adults (parents and teachers) too. Thus one should not be too specialized. Of the 8 favoring specialization the majority did not wish entirely separate programs for the three areas but rather more specialization in the counseling practicum. They pointed out the need for training in less verbal methods, such as play therapy useful in elementary school situations. Also, they felt it would be most beneficial to have at least one staff member who is experienced in each of the areas. They did feel that many courses are applicable at all levels and therefore could be taken by all counselors.

Theoretical orientation. Participants in the study were asked to name the counseling theorist to which they considered themselves most closely allied and to outline their counseling philosophy. This was done to see if the graduates find the theoretical position or framework in which they can work, or if there is a common position to which they become allied by virtue of association with the professors in the department. As can be seen in Table 11 there is definitely no single orientation to any one theorist by the students. Another way of summarizing these data is

TABLE 11

Theorists and Theoretical Approaches Followed By the Students

N = 10

Theorists Most Influencing Student			Counseling Philosophies		
Theorist	Number of Students	Percent	Category	Number of Students	Percent
Truax	1	10	Rational	3	30
Kelly	1	10	Learning Theory	2	20
Rogers	1	10	Psychoanalytical	0	-
Skinner	1	10	Perceptual-phenomeno-logical	5	50
Glasser	1	10	Existentialist	0	-
Satir	2	20		<u>10</u>	<u>100</u>
Ellis	3	30			
Wolpe	2	20			
Perls	$\frac{1}{13}^a$	<u>10</u>			

^aThree students named two theorists.

to use Patterson's (1966) five categories which he outlined in Theories of Counseling and Psychotherapy. Patterson used a continuum approach in which he separated the continuum of counseling and psychotherapy into five parts which he designated as (1) rational approaches to counseling, which included the views of Williamson, Thorne, Ellis; (2) learning theory approaches to counseling which encompasses the theories of Salter, Wolpe, Dollard and Miller, and Rotter; (3) psychoanalytic approaches to counseling, which includes Adler, Bordin, Horney, Jung, Rank, and Sullivan; (4) perceptual-phenomenological approaches to counseling, which takes in Kelly, Rogers, Allport; and (5) existential approaches, which incorporates May, Frankl, Van Kaam.

While Table 11 shows no particular theorist favored by a majority of the group it does reveal that 5 or 50 percent of the students would be classified in Patterson's perceptual-phenomenological category. However, 90 percent felt that there should not be a single counseling philosophy emphasized in the practicum. The lone dissenter favored client-centered counseling.

Counseling practicum. As pointed out earlier the counseling practicum is considered by 80 percent of the students to be the most beneficial course which they had taken. However, the same percent (80) felt that the fifty hour practicum did not offer adequate training in individual counseling. Several felt that an internship was needed to allow time to assimilate what was learned in coursework and

to test it. Also an internship would allow for greater diversity of experience and the time with one client to learn about yourself as a counselor. Some also felt that there was inadequate supervision and feedback pertaining to what the student was doing with each client. One person went so far as to say that "the experience and training you have depends upon who your supervisor was" [sic]. If he is excellent and you get along with him then perhaps 50 hours is adequate, otherwise no." Those who felt the fifty hours sufficient based their reasons on expediency. While students could profit from more training, it was felt that it was not feasible to lengthen the practicum.

Practicum demonstrations. Students were evenly divided on the issue of professors demonstrating their counseling skills for students. One half felt that professors willingly did demonstrate, while the other half did not. However, all those who did not feel that the professors demonstrated their skills wished to see them do so. From this, one could gather that the students felt professors should be willing to display their techniques from which the students might garner ideas to aid their own counseling.

Preparation in interpersonal relating. Data on adequacy of preparation in how to relate to others, is summarized in Table 12. The students were not in agreement on this area as the number selecting each category was almost equal.

TABLE 12

Relationship Preparation

N = 10

Scale Value	N	Percent
Not at all	1	10
Little preparation	3	30
Somewhat prepared	2	20
Quite well prepared	2	20
Very well prepared	$\frac{2}{10}$	$\frac{20}{100}$

Grading

The evaluation of students is a very controversial area about which much has been said and will continue to be said. For that reason the writer felt it was important to obtain the attitudes on this issue of both the graduates and professors in Educational Psychology.

Seven students felt that the grading system in their courses was not well defined, two felt that it was, and one declined to answer. They felt that the present stanine system is meaningless and if it is to be retained "9's" must be made more meaningful and given out more discriminantly. Practicum courses should be simply credit or non credit, with a final evaluation in paragraph form including comments about the individual's strengths and weaknesses. One also

suggested that the practicum could be run on the basis of individual needs, in which case judgment of some students would be reserved until further training was received.

Table 13 summarizes student feeling on the grading as at present. Students were to check all categories which they felt were applicable. The 2 who gave "other" as a category felt that the grading was distorted or else that the basis for the grades was unknown. On viewing Table 13 one could say that there might be dissatisfaction among students regarding the grades, considering the number who felt that it was either too subjective or inconsistent. In summary, if grades are to be used they should definitely be meaningful and consistent, based upon well defined criteria.

TABLE 13
Feelings About the Grading System
N = 10

Category	Number of Students	Percent
Too subjective	3	30
About right	3	30
Consistent	1	10
Too objective	-	-
Inconsistent	6	60
Other	<u>2</u> 15 ^a	<u>20</u>

^aStudents were permitted to pick all categories which they felt applicable.

Table 14 contains an outline of the grading system preferred by these students. From this it can be seen that actual marks, per se, are not considered desirable by the students as none favored the present stanine system. Rather a majority prefer a three level system in which recognition of superior students would be possible through the honors grade. Of course, this too, would have to be used judiciously or it would become meaningless and also undesirable as an assessment tool.

TABLE 14
Grading System Preferred
N = 10

System	Number of Students	Percent
Pass-fail (all subjects)	2	20
Pass-fail (practicums only)	2	20
Present stanine system	-	-
Honors, satisfactory, unsatisfactory	$\frac{6}{10}$	$\frac{60}{100}$

Theses and Papers

An attempt was made to determine attitudes regarding writing of a thesis, and what was done with it once completed.

The following are the results on several questions regarding the thesis. All of the students stated that major

statistical analyses had been carried out on their thesis data. None had published any part of the thesis in a counseling journal. Six of the ten knew of someone else who had done research in the same area.

The range of months spent actively working on the thesis varied from 2 to 11 as noted in Table 15. The average number of months spent, on the thesis, was 5.8. One might question then why there was a range of 9 months from the briefest to the longest time.

The sources of thesis topics is an interesting issue. Of this group 5 formulated them on their own or from reading in journals, while the remainder obtained their thesis topics from the professor who served as their advisor.

TABLE 15
Time Spent Writing the Thesis
N = 10

Number of Months	Number of Students	Percent
2	1	10
3	1	10
5	4	40
6	2	20
10	1	10
11	1	10
	<u>10</u>	<u>100</u>

Perhaps now it would be well to consider what these people felt were the benefits derived from writing a thesis. Some of the values were specific to that person's thesis only, others were mentioned by many of the group. They felt that it gave them an appreciation of design and what research means by having had to attack an idea in a disciplined and rigorous manner. This resulted in better writing style and technique. For many it was a great experience in learning to "tolerate frustration" and carry an idea through to the finished product. To some it meant that a doctoral dissertation would be easier after having written and defended a Master's thesis. For those who gave more personal reasons it provided an opportunity to become conversant in behavioral techniques or test construction, application of theory, and computer usage. One student felt that the major benefit was that it allowed him to become certified in Alberta. Most of the reasons given have immediate consequences and benefits, to the person.

Internship or thesis. All 10 students would have chosen an internship rather than doing a thesis had the choice been available. Most felt the internship of more value because they wish to be practitioners not researchers; oriented toward people rather than toward research data. They believed that the necessary research ability and understanding could be gained through course work and reading. One even admitted, "I did not feel confident that I could do a thesis therefore if I could have avoided it

I would have."

Only three chose to comment on whether or not they felt the thesis experience to be of current benefit to them. All said "no" that it had not helped them to become a better counselor, or to understand people better.

Considering the evidence given some thought should be given to the usefulness of having counselors write a thesis. Perhaps other options might be made available to cover this aspect of their training.

Thesis supervision. Most students, 90 percent, were able to have as their advisor the first person they asked. One had the misfortune of finding that person too busy. All but two had advisors who did individual counseling on their own. Eighty percent found their consultant easily available when advice was needed.

Table 16 provides data on perceived attitudes of thesis supervisors. It appears that for the most part the professors were quite interested in the student's work.

The student group was relatively satisfied with the advisory system. However, they did make several suggestions. They would like to see all of the professors available for consultation by all students, and more active participation by all committee members throughout the research. Perhaps, a seminar could be established where proposals are presented and feedback given. The writer suggests that perhaps Educational Psychology 500 could be reinstated for this purpose. They also felt that the thesis load could somehow

be more evenly distributed among the professors and thus make some of them more accessible.

TABLE 16
Thesis Advisor's Attitude
N = 10

Category	Number of Students	Percent
Interested	9	90
Dictatorial	0	-
Condescending	0	-
Indifferent	1	10
Teacher-pupil Relationship	2	20
Critical	0	-
Other ^a	$\frac{2}{14}$ ^b	20

^aThe respondents specified this category as accepting, and co-operative.

^bStudents could respond to more than one category.

Papers. None of the students had published any papers. However, 8 intended to do so. The other two were not interested and did not feel research to be of importance to them.

Further education. All ten students surveyed are currently doctoral candidates with specializations as outlined in Table 17. Six of these people would like to see available a doctorate in counseling which would have a one year internship rather than a thesis. The reasons given are similar

TABLE 17
 Doctoral Level Specialization
 N = 10

Major Area	Number	Percent	Minor Area	Number	Percent
Special Education	1	10	Personality	1	10
School Psychology	2	20	School Psychology	4	40
Counseling	$\frac{7}{10}$	$\frac{70}{100}$	Social Psychology	1	10
			Counseling	2	20
			Testing	1	10
			None Listed	$\frac{1}{10}$	$\frac{10}{100}$

to those for wanting an internship at the Master's level. However, they do acknowledge that it could be a doctorate other than a Doctorate of Philosophy, and should only be for practitioners. If one is to teach or do research, then a thesis is a must, as is a Doctor of Philosophy degree. The other 4, who were not in favor of an internship rather than a thesis, felt that a Doctor of Philosophy degree is an academic, research degree and that the thesis is required to show academic prowess. One felt that both a thesis and an internship should be required.

General Questions

If these students were to establish a counselor training program, at the Master's level they would establish programs as noted in Table 18. Evidently most favor a thesis or internship option.

Counselor characteristics. Table 19 gives a summary of the importance assigned to various characteristics of a counselor. Respondents were to assign values from "1" - not at all important to "5" - very important. The characteristics chosen for this question were not taken from any single scale but rather from the attributes many psychologists and therapists have listed, as being important, as well as some added at random as an informal check on carelessness of answering. It was intended that the responding graduates and professors would be compared as to similarity of perception of a good counselor.

TABLE 18
Establishing a New Program
N = 10

Kind of Program	Number of Students	Percent
Same as that at the University of Alberta	1	10
Option of additional courses or a thesis	2	20
Thesis or internship Option	8	80
Comprehensive examination	1	10
Other ^a	$\frac{2}{14}$ ^b	20

^aRespondents specified this as any of the choices or both the thesis and internship

^bSome of the students used more than choice.

Over 75 percent of the students felt that it was either quite important or very important for counselors to be open to suggestion, tolerant of ambiguity, empathic, person oriented, self-confident, punctual, stable, and flexible. The same percent felt it was at most slightly important for a counselor to be affluent, mechanical, artistic, dogmatic, compliant, anxious, conservative and carefree.

Counselors

This group of 11 was defined as those people who listed counseling as either their full or part time occupation.

TABLE 19
Counselor Characteristics
N = 10

Characteristic	Number of Students Assigning The Value				
	1 Least Important	2	3	4	5 Most Important
Reflective	-	2	2	3	3
Open to suggestion	-	-	1	3	6
Tolerant of ambiguity	-	-	2	3	5
Empathic	-	-	-	-	10
Judgmental	3	3	2	1	1
Affluent	9	1	-	-	-
Outgoing	1	4	3	2	-
Efficient	2	2	2	2	2
Persuasive	1	4	3	-	2
Person oriented	-	-	1	1	1
Mechanical	8	2	-	-	-
Aggressive	1	2	3	3	1
Dominant	3	2	4	1	-
Passive	6	1	2	-	1
Self-confident	-	-	-	5	5
Nurturant	1	1	4	1	3
Artistic	6	3	1	-	-
Analytical	1	1	4	1	3
Dogmatic	9	1	-	-	-
Sympathetic	-	1	3	3	3
Compliant	5	3	2	-	-
Persistent	1	2	1	3	3
Anxious	7	2	1	-	-
Dedicated	1	1	3	2	3
Well dressed	5	2	3	-	-
Punctual	1	-	1	5	3
Self-controlled	2	1	3	2	2
Original	2	4	2	2	-
Contemplative	-	2	3	3	2
Conservative	7	2	1	-	-
Stable	-	-	2	4	4
Carefree	4	4	2	-	-
Directive	4	1	3	1	1
Intellectual	3	1	2	4	-
Theoretical	-	3	7	-	-
Practical	1	-	2	3	4
Flexible	-	-	1	-	9

Types of degrees earned. Table 20 shows the types of degrees held. One person had two undergraduate degrees, and only one person did not have a Bachelor of Education degree.

TABLE 20

Type of Undergraduate Degree Received by the Counselors
N = 11

Degree	N	Percent
Bachelor of Arts	1	9.1
Bachelor of Education	10	91.1
Bachelor of Science	$\frac{1}{12}^a$	<u>9.1</u>

^aOne person had two degrees.

Courses of study. The major and minor areas of specialization for this group differed considerably from the student group. From Table 21 it can be seen that only one person had either a major or minor in psychology.

Work experience. Table 22 gives the number of jobs held by the counselors both before their Master's degree and since. Observe that except for one person, all have kept the job for which they were hired upon completion of the Master's degree. Of the 9 people who had jobs between their undergraduate and graduate degrees only one had positions other than teaching or counseling. This person was the only one of the group without a Bachelor of Education degree.

TABLE 21
Undergraduate Course Specialization of Counselors
N = 11

Major Area	Number	Percent	Minor Area	Number	Percent
French	2	18.5	English	4	36.3
History	3	27	Physical Education	2	18.2
Mathematics	2	18.5	Geography	1	9.1
Fine Arts	1	9	Educational Psychology	1	9.1
Physical Sciences	1	9	None listed	3	27.2
Physical Education	1	9		<u>11</u>	<u>100</u>
Elementary Education	1	9			
	<u>11</u>	<u>100</u>			

TABLE 22
Number of Jobs Held by Counselors
N = 11

	Number of Jobs	N	Percent
Between undergraduate	0	2	18.2
and Master of Education	1	4	36.4
degree	2	2	18.2
	3	1	9.1
	4	-	-
	5	1	9.1
	6	$\frac{1}{11}$	$\frac{9.1}{100}$
Since Master of Education			
degree	1	10	91
	2	$\frac{1}{11}$	$\frac{9}{100}$

The present occupational status of this group is outlined in Table 23. Only 27 percent of this group are presently employed on a full time counseling basis. The majority have a teaching responsibility as well.

Counselor's use of work time. One often hears complaints from counselors and teachers that the real job of counseling or teaching cannot be done because too much valuable time is taken by routine, clerical tasks. Table 24 reports a breakdown of counselors work time devoted to various tasks.

TABLE 23
Present Occupational Status of Counselors
N = 11

Occupation	N	Percent
Full time counselor	3	27.3
Part time counselor and teacher	7	63.6
Part time counselor and administrator	$\frac{1}{11}$	$\frac{9.1}{100}$

The aforementioned complaint would not appear to be borne out by the above data. Only 4 of the 11 mentioned administrative tasks, totalling at most 10 percent of the time. In addition, of the 6 who spent time on clerical tasks the most was 20 percent. Individual counseling occupied 50 or more percent of the time of more than one half of the group. Group counseling does not appear to be widely used by these people. Only one person spent 50 percent of the time teaching with the rest specifying considerably less time for teaching.

Professional organizations. In Table 25 are summarized the professional organizations to which the members of this group belonged. As with the student group over 70 percent were members of the Canadian Guidance and Counselling Association. The average number of organizations belonged to was slightly over two, a bit higher than the 1.6 average of the student group.

TABLE 24

Amount of Work Time Spent in Various Duties

N = 11

Given in Percentage of Time and Number Reporting the Percentage															
Administrative		Clerical		Individual Counseling		Group Counseling		Testing		Teaching		In-service Training		Other	
%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
5	3	5	2	10	1	3	1	3	1	2	1	3	1	2	1
10	$\frac{1}{4}$ ^a	10	1	34	1	5	3	5	3	8	1	10	$\frac{1}{2}$ ^a	5	1
		13	1	40	2	10	2	10	2	10	1			13	1
		15	1	50	3	12	$\frac{2}{8}$ ^a	12	1	20	1			25	1
		20	$\frac{1}{6}$ ^a	66	1			66	$\frac{1}{8}$ ^a	28	2			35	$\frac{1}{5}$ ^a
				70	1			50		$\frac{1}{7}$ ^a					
				80	1										
				100	$\frac{1}{11}$										

^aParticipants used only those categories pertinent for them; therefore, the number in each section varies.

TABLE 25

Professional Organization Membership of Counselors

N = 11

Name of Organizations	Number of Participants	Percent	Number of Organizations Belonged to	N	Percent
Alberta Psychological Association	1	9.1	0	1	9.1
Canadian Guidance and Counselling Association	8	72.7	1	1	9.1
American Psychological Association	1	9.1	2	6	55.6
Alberta Teachers Association	4	36.3	3	1	9.1
Alberta Teachers Regional Guidance Council	4	36.3	4	1	9.1
Canadian University Counselors Association	2	18.2	5	$\frac{1}{11}$	$\frac{9.1}{100}$
British Columbia Teachers Association	1	9.1			
British Columbia Counselors Association	1	9.1			
Provincial Guidance Council	1	9.1			
American Education Research Association	$\frac{2}{25}$	18.2			

Graduate Studies Program

While there was a large span of years covering the undergraduate degrees of this group, at the Master's level the span is much shorter ranging from 1967 to 1969. See Table 26 for a report on the years in which the Master's degrees were completed. It will be observed that over 70 percent of these graduates required 3 or more years to complete their degrees. Many of them worked full time on the job while completing the thesis requirements of the degree.

Reasons for Selecting the University of Alberta

The convenient location of the university seemed to be the major reason for selecting this institution for graduate training. The ranking of the reasons is summarized in Table 27. The main reasons for listing "other" as the first cause were such things as residing or working in Edmonton.

Value of Courses

The writer followed the same approach with this group, as in the student group, for Table 28. The most useful course appears to be the Seminar and Practicum in Individual Counseling (Ed. Psy. 512) with the course on counseling theories close (Ed. Psy. 510) to it. Thus it seems for this group, as well as the student group, that the counseling practicum is the most important part of the graduate training. If this is so, then every effort must be

TABLE 26
 Year When Counselors Received Master of Education Degree
 N = 11

Year of Completion	N	Percent	Years to Complete	N	Percent
1967	2	18.2	1	-	-
1968	4	36.4	2	3	27.3
1969	5	45.5	3	5	45.5
	<u>11</u>	<u>100</u>	4	1	9.1
			5	1	9.1
			6	<u>1</u>	<u>9.1</u>
				<u>11</u>	<u>100</u>

TABLE 27

Counselors Reasons for Selecting The Educational Psychology Department at the University
of Alberta
N = 11

Number of Participants Indicating Each Reason Value						
Value	Reputation of Department	Cost	Financial Aid Received	Travel Convenience	Advice from Someone	Other
1 (Most important)	3	1	-	2	-	5
2	1	-	1	5	2	-
3	2	5	-	-	2	-
4	3	2	-	1	2	1
5	-	1	3	1	2	2
6 (Least important)	$\frac{1}{9}^a$	$\frac{1}{9}^a$	$\frac{5}{9}^a$	$\frac{1}{9}^a$	$\frac{1}{9}^a$	$\frac{1}{9}^a$

^aOnly 9 people answered this question.

TABLE 28

Course Value for Counselors

Value	Number of Counselors Indicating Each Course Value																Psychology
	502	508	510	511	512	515	517	518	524	569	571	572	574	578	592	337/383	
1	-	-	2	-	8	-	-	-	-	-	-	-	-	-	-	-	-
2	-	2	2	1	-	2	-	-	1	-	-	-	1	-	1	-	-
3	-	1	2	1	1	-	-	1	-	-	-	1	-	-	-	1	1
4	-	2	2	-	-	-	1	-	-	1	-	-	-	1	-	-	-
5	3 3	1 6	- 8	- 2	- 9	- 2	- 1	- 1	- 1	1 2	2 2	- 1	- 1	- 1	- 1	- 1	- 1

Note: -The titles of the above courses are: 502-Introduction to Educational Research, 508-Vocational Counseling, 510-Counseling Theories, 511-Vocational Development and Choice, 512-Seminar and Practicum in Individual Counseling, 515-Theories of Personality, 517-Group Dynamics, 518-Elementary Reading, 524-Individual Diagnosis in School Psychology, 569-Advanced Educational Psychology: Development, 571-Advanced Educational Psychology: Learning, 572-Adolescent Psychology, 574-Individual Testing, 578-Advanced Statistics and Research Design, 592-Seminar and Research in the Social Psychology of the School and Classroom, 337/383-Individual Differences and Personality Theory.

made to make this course as beneficial as possible and have it presented by experts, well qualified in their particular field. An alternative would be to improve the other courses. The only other course selected by several of this group was the vocational counseling course. It is rather disappointing considering the array of courses offered that counselors did not have more of a consensus of opinion about the most beneficial courses which were offered.

The core. The core was difficult for some of the members of this group to evaluate because they were not required to take it; therefore they rated it on the basis of course titles. An outline of the ranking of the core is found in Table 29.

The only course of the core group which was ranked "1" or "2" was the course in personality theory. Over half of the group ranked the educational research and learning courses in the lowest categories of "4" and "5".

All of the respondents in this group approved the idea of a core. Most gave similar reasons for doing so. They felt that it was a means of gaining knowledge in depth in selected pertinent areas and formed a framework for specialization. Also it was one method of determining that all students had the same required background from which growth could occur. One person felt that counseling was different enough from the rest of educational psychology to warrant a separate core.

These counselors offered the following as suggested

TABLE 29
Core Course Value for Counselors
N = 11

Value	Number of Counselors Indicating Each Course Value									
	Introduction to Educational Research	Theories of Personality	Social Psychology and Education	Development	Learning					
	N	%	N	%	N	%	N	%	N	%
1 most valuable to counseling	-	-	8	72.7	1	9.1	1	9.1	-	-
2	2	18.2	2	18.2	4	36.3	1	9.1	1	9.1
3	1	9.1	-	-	3	27.2	3	27.2	1	9.1
4	2	18.2	-	-	-	-	2	18.2	4	36.3
5 least valuable to counseling	5	45.4	-	-	-	-	1	9.1	2	18.2
No ranking	1	$\frac{9.1}{100}$	1	$\frac{9.1}{100}$	3	$\frac{27.2}{100}$	3	$\frac{27.2}{100}$	3	$\frac{27.2}{100}$

additions to the core: group processes, psychiatric information on the recognition of behavioral disorders, philosophy and theories of counseling, testing, and an enlarged practicum. Obviously, they must be thinking of a core from a counseling viewpoint as most of the courses mentioned do not appear to be too relevant for the other Educational Psychology specialities.

Additional topics which they would like to see available are: the psychology of reading, high school and adult vocational counseling, family counseling, administration of a counseling program, parent-child relationships, and communications theory.

Behavioral counseling. Ten of the 11 counselor respondents approved the offerings of specific courses in behavioral counseling. The other person felt that if someone wanted that knowledge he could study it on his own, rather than having it included in the program.

The reasons were few, most respondents giving the same ones. They felt that behavioral counseling should be known so that the counselor has a broader repertoire from which to select what works best for him. Since it has been demonstrated effective in helping some people and is a useful therapy it should be presented. Behavioral counseling would provide balance with the basically client-centered approaches that are offered. One final reason was that some felt behavioral counseling very useful, especially in school settings.

Elementary, secondary, non-school
counselor training.

Specialized

programs for each of these three groups were favored by 9 of the 11 respondents. They felt that there could be a common thread or core taken by all groups but that there should be specialized elements for each group. This due to the fact that the clientele's problems are very different, at each level, and hence require different techniques.

The two who opposed specialized programs stated that there were limits to what one program could do before it lost its effectiveness. Also, one should be able to move in counseling from one level to another and therefore should not be impeded by overspecialization.

Theoretical orientation. The theoretical orientation stated by the counseling group differed considerably from that of the student group. Almost 64 percent of those responding were Rogerian in orientation. The orientations are summarized in Table 30. When the counseling philosophies of this group are looked at in light of Patterson's (1966) categories, 10 of the 11 are in the perceptual-phenomenological category. The remaining one held a rational approach as developed by Ellis. Three of the 11 felt that the practicum in counseling should emphasize a Rogerian or client-centered approach to counseling.

Counseling practicum. Fifty-five percent felt the counseling practicum offers adequate training as it is presently handled. The remaining 45 percent felt it was

TABLE 30

Theorist Followed by the Counselors

N = 11

Theorist	Number of Counselors	Percent
Rogers	7	63.6
Super	1	9.1
Allport	1	9.1
Ellis	1	9.1
No theorist named	1	9.1
		<u>100</u>

inadequate because there was insufficient time to discuss tapes and clients with the supervisors. They felt that a certain amount of artificiality existed and that one did not get the full reality of counseling as an occupation until actual jobs were experienced. That is, counseling for six hours a day, five days a week, could not really be comprehended without actual job experience. In addition, they said that not enough variation in people and problems was experienced in the practicum. Also, they felt that more time than the 50 hour practicum was needed to develop the practical skills of counseling.

Practicum demonstrations. Six counselors felt that the professors were willing and did demonstrate their counseling skills for students. Of the five who did not

agree, four would have liked to have seen demonstrations by the professors.

Preparation in interpersonal relating. In Table 31 is a summary of how well this group felt they were prepared during graduate training to relate to others. All felt that they were at least somewhat prepared, with just over half the group saying they were quite well prepared. This is in contrast to results for the student group where over half said that they were only somewhat or even less prepared.

TABLE 31

Relationship Preparation of Counselors

N = 11

Scale Value	Number of Counselors	Percent
Not at all	0	-
Little preparation	0	-
Somewhat prepared	5	45
Quite well prepared	6	55
Very well prepared	0	-
	<u>11</u>	<u>100</u>

Grading

Counselors overwhelmingly agreed that grading was well defined. Only one disagreed and said "It is time that more of the responsibility for grading is put back on the professor." However, while such a large number approved

of the grading system, of those who did, two made the following comments. "I wish that all professors would use it (the stanine system)." and "I wish that all people on staff would understand that the stanine system goes from one to nine." The writer feels it should be mentioned that in graduate studies where the passing grade is "6". if the stanine system were used accurately in every course, then over 50 percent of the students would fail. The quote given indicated, however, that a nine point system is not in effect, whether stanine or not.

Table 32 summarizes the counselors feeling about the grading system as it was for them. The majority felt that the grading was about right, although some did find it inconsistent. The number saying "inconsistent" did not correspond with the number saying that the grading was illdefined. Somehow the writer feels that a discrepancy is evident. The "other" category was labeled "fair" by the one person who chose to use it.

The grading system preferred by this group is outlined in Table 33. No system mentioned was favored by a majority of the counselors. However, a slight majority did favor the three systems, taken as a whole, other than the presently used stanine system. This is in contrast to the students who favored an honors, satisfactory, unsatisfactory system.

TABLE 32
Counselors' Feelings About the Grading System
N = 11

Category	Number of Counselors	Percent
Too subjective	2	18.2
About right	6	54.5
Consistent	-	-
Too objective	-	-
Inconsistent	4	36.3
Other	$\frac{1}{13}^a$	<u>9.1</u>

^aRespondents could use more than one category.

TABLE 33
Grading System Preferred by the Counselors
N = 11

System	Number of Counselors	Percent
Pass-fail (all subjects)	1	9.1
Pass-fail (practicums only)	2	18.2
Present stanine system	5	45.5
Honors, satisfactory, unsatisfactory	$\frac{3}{11}$	$\frac{27.3}{100}$

Theses and Papers

Nine counselors said that major statistical analyses were used on their thesis. The remainder did not use statistical analyses. Only one had an article from his thesis published. Three knew of someone else who had done research in the same area.

As can be seen in Table 34 the length of time taken to complete the thesis varied from 5 to 20 months. The average number of months for this group was approximately eight.

Five counselors formulated their thesis topic from their own ideas. Three obtained the topic from supervisors and two from journal suggestions. One did not state from where his thesis was obtained.

Writing a thesis took at least 5 months of active work on the part of each counselor. Since it is such a time consuming job it will be interesting to note the benefits derived, by this group, from writing a thesis.

Following are the benefits gained from writing the thesis as reported to the writer. It meant knowledge of how to outline a research project and the methodology of doing it. Some learned to cope with frustration and then the great sense of accomplishment at having completed what seemed to be an impossible task. For others it meant the development of a more scientific approach leading to conscientious reporting of data, attention to detail, accurate observations, and refined thinking. Writing ability was

improved. Some gave personal benefits such as the insight it gave into the functioning of a University, background reading which has been of benefit to vocational counseling, and deeper knowledge of a particular subject area.

TABLE 34

Number of Months Spent by Counselors on Writing the Thesis
N = 11

Number of Months	Number of Counselors	Percent
5	3	27.3
6	2	18.2
8	2	18.2
9	1	9.1
12	1	9.1
20	1	9.1
No time stated	<u>1</u> 11	<u>9.1</u> 100

Internship or thesis. Ten of the 11 favored an internship over the thesis for counselors. The other person was not in agreement with either choice and did not give a personal preference. An internship is superior, they felt, because of its practical value. The supervision given during an internship is felt to have more benefits and direct application later than is the thesis. An internship would allow for a greater diversity of counseling situations which is felt to be a necessary part of training. For those who

are not research oriented the benefits derived from writing a thesis could be obtained elsewhere.

In light of the previous discussion, of note is the fact that 7 counselors felt having written a thesis was beneficial to them in their present position for the following reasons. One said, "I have learned to pay attention to detail and to organize." It has allowed some to do more careful thinking and analysis of data. Another saw the financial benefit in that more pay resulted from completing the degree. Also, the fact that one has written a thesis provides preparation for research in the field. The only other reason given was that the reading done for the thesis helps in one individual's counseling. One could not decide if the thesis was of any direct value to his job as a counselor. It was of no value to three as they could see no carryover into their present work or else the topic they chose to work on was too narrow and inapplicable.

Thesis supervision. Only 5 of the 11 were able to secure their first choice as thesis supervisor. The other 6 ran into difficulties such as the professor was too busy, or he moved away. One had his supervisor chosen by the program advisor and another found that it was too difficult to get together with the first choice supervisor so another had to be selected.

Of this group, one had a supervisor who did not do any individual counseling. Seven found their advisor easily accessible for thesis assistance and discussion; four did

not. The counselor's perception of their supervisor's attitude is outlined in Table 35.

TABLE 35

Thesis Supervisor's Attitude for Counseling Group

N = 11

Category	Number of Counselors	Percent
Interested	9	81.8
Dictatorial	-	-
Condescending	3	27.3
Indifferent	2	18.2
Teacher-pupil	2	18.2
Critical	4	36.3
Other	4 <u>24</u> ^a	36.3

^aRespondents were to select all categories that were applicable.

As with the student group, the supervisor's attitudes reflected an interest in the graduate's work. Four found them critical as well. The attitudes included in the "other" category were patient, encouraging, merciful, and casual.

The majority, 7 of the 11, found their advisor's advice very beneficial. The remainder said it was moderately beneficial. The comments which they made regarding the advisory system were few. They felt that there should be guaranteed accessibility to one's advisor and the liberty

to consult others. The freedom to choose your own supervisor should be maintained, some felt. Also, it was suggested that the advisory load be spread out more widely among the different professors so that a more even distribution would result and some people would then be more readily available.

Papers. Articles have been published by only two people in this group. One person, who went on to a doctorate degree, has published over 10 papers. The other person had published fewer than three. Of the remaining 9, 5 were interested in publishing. The other 4 felt no interest or desire to do so, had not the required time to do the necessary research, or felt too incompetent to attempt the task.

Further education. The major area was counseling and the minor area, learning theory, for the single member of the group who went on to a doctoral program.

Ten people would like to see a counseling doctorate available which had an internship rather than a thesis. One would not. This person felt that the practical experience provided by a thesis was necessary for a Doctor of Philosophy degree. The others felt that the value of a thesis was negligible compared to an intensely supervised internship. One felt that a thesis becomes mere clerical work once a certain point is reached and hence the value is questionable. Another felt that not everyone is creative enough to do research of any value, while all might profit from an internship. Finally, an internship was more in line with

one's work as a practitioner.

General Questions

This group of counselors would establish the types of training programs summarized in Table 36. None would set up a program exactly as it currently is in Educational Psychology, at the University of Alberta. Eight prefer a thesis, additional courses, or an internship option.

TABLE 36

Kind of Program the Counselors Would Establish
N = 11

Category	N	Percent
Same program as now at the University of Alberta	-	-
Additional courses or thesis option	4	36.4
Thesis or internship option	4	36.4
Comprehensive examination	1	9.1
Other ^a	<u>2</u> 11	<u>18.2</u> 100

^aThe "other" category was specified as either the second or third choices.

Counselor characteristics. How counselors perceived attributes as they pertain to a good counselor is summarized in Table 37. Seventy-five percent of the counselors felt that the following were at least quite important as qualities

TABLE 37

Importance of Counselor Characteristics as Seen by the
Counseling Group

N = 11

Characteristic	Number of Counselors Assigning the Value				
	1 not at all important	2 slightly important	3 moderately important	4 quite impor- tant	5 very impor- tant
Reflective	-	-	4	3	4
Open to suggestion	-	-	2	4	5
Tolerant of ambiguity	1	1	2	1	6
Empathic	-	-	-	3	8
Judgmental	8	2	-	1	-
Affluent	7	2	-	1	1
Outgoing	-	-	7	3	1
Efficient	1	1	4	4	1
Persuasive	2	5	-	3	1
Person oriented	-	-	-	1	10
Mechanical	8	3	-	-	-
Aggressive	6	3	2	-	-
Dominant	6	3	2	-	-
Passive	8	2	-	1	-
Self-confident	-	-	1	8	2
Nurturant	-	-	7	4	-
Artistic	5	-	5	-	1
Analytical	-	2	3	4	2
Dogmatic	10	1	-	-	-
Sympathetic	-	-	4	4	3
Compliant	3	2	6	-	-
Persistent	-	1	4	5	1
Anxious	5	4	2	-	-
Dedicated	-	-	1	4	6
Well dressed	1	4	3	-	3
Punctual	-	2	2	4	3
Self-controlled	-	1	2	5	3
Original	-	1	4	3	3
Contemplative	1	-	5	2	3
Conservative	4	4	3	-	-
Stable	-	1	-	4	6
Carefree	1	3	5	2	-
Directive	3	7	-	1	-
Intellectual	-	1	2	7	1
Theoretical	-	5	3	2	1
Practical	-	-	2	6	3
Flexible	-	-	-	1	10

for counselors: open to suggestion, empathic, person oriented, self confident, dedicated, stable, practical, and flexible. The ones they felt unimportant were judgmental, affluent, mechanical, aggressive, dominant, passive, dogmatic, anxious, and directive.

Noncounselors

The group of 21 noncounselors, those who presently work at a job other than counseling; contains 7 former counselors who have left the profession. Also included in this group were those professors who had been professors for less than one year.

Types of degrees earned. Six people in this group of the study have two undergraduate degrees. Four have both a Bachelor of Arts and a Bachelor of Education degree, while 2 have a Bachelor of Science and a Bachelor of Education degree. Of the 21, ten have a Bachelor of Education degree only. Five had no Bachelor of Education degree. See Table 38 for a record of the undergraduate degrees held.

Courses of study. Many varied major and minor areas of study exist for this group as can be seen in Table 39. Psychology was the major or minor area taken by more students than any other. However, there were no areas taken by a majority of the group.

Work experience. In Table 40 is a summary of the number of jobs held by noncounselors between their undergraduate and Master's degrees and since the Master's degree.

TABLE 38
 Type of Undergraduate Degree Received
 By Noncounselors
 N = 21

Degree	N	Percent
Bachelor of Arts	8	38.1
Bachelor of Science	3	14.2
Bachelor of Education	$\frac{16}{27}^a$	<u>76.2</u>

^aSix people had two undergraduate degrees.

TABLE 39

Undergraduate Course Specialization of Noncounselors

N = 21

Major Area	N	Percent	Minor Area	N	Percent
Elementary Education	2	9.5	Psychology	2	9.5
Industrial Arts	1	4.7	English	2	9.5
English	2	9.5	Physical Education	2	9.5
Mathematics	2	9.5	Physical Sciences	2	9.5
History	1	4.7	Biological Sciences	1	4.7
Physical Education	2	9.5	History	3	14.3
Social Sciences	2	9.5	French	2	9.5
Philosophy	1	4.7	Education	1	4.7
Biological Sciences	2	9.5	Sociology	1	4.7
Psychology	4	19.0	Guidance	1	4.7
Sociology	1	4.7	No minor given	4	18.5
French	1	4.7		21	100

TABLE 40
 Number of Jobs Held By Noncounselors
 N = 21

	Number of Jobs	N	Percent
Between undergraduate degree and Master of Education	0	1	.8
	1	12	57.1
	2	5	23.8
	3	<u>3</u> 21	<u>14.3</u> 100
Since Master of Education degree and prior to Doctor of Philosophy degree	0	3	14.3
	1	10	47.6
	2	5	23.8
	3	<u>3</u> 21	<u>14.3</u> 100

Of the 20 people who held jobs between the Bachelor and Master's degrees only one held a position other than teaching or counseling. This person did teach after receiving the Master's degree. Most have held only one job since their Master's degree. Their occupations are listed in Table 41.

Use of work time by noncounselors. Since the occupations of this group are so varied one would also expect their use of work time to be varied and different from that of the counselor group surveyed. Allotment of work time for this group is summarized in Table 42.

Eight of the group spent at least half of their work time in administrative duties. Teaching occupied at least one-fourth of the time of 10 members of the non-counselor group. Of those selecting the "other" category, 6 used some time for research, one used 15 percent of work time for conferences and another 30 percent for lesson preparation.

Profession organization. Table 43 lists the professional organizations to which the noncounselors belong. The average number of organizations belonged to is just over 3. The organizations most often belonged to are: Canadian Guidance and Counselling Association, Alberta Psychologists Association and the Council for Exceptional Children.

Graduate Studies Program

The first graduate to complete his degree in this group did so in 1962, and the last in 1970. The years of receiving the Master of Education degree are outlined in

TABLE 41

Present Occupational Status of the Noncounselors

N = 21

Occupation	N	Percent
Assistant professor	4	19.0
Associate professor	1	4.8
Sessional lecturer	1	4.8
Administrative officer	2	9.5
Principal	1	4.8
Assistant principal	1	4.8
Director-Guidance and Special Education	2	9.5
Adult education instructor	1	4.8
I.B.M. data processing instructor	1	4.8
School psychologist	4	19.0
Director of School Counselor Education	1	4.8
Vocational education supervisor	1	4.8
Teacher diagnostician	1	4.8
	<u>21</u>	<u>100</u>

TABLE 42

Amount of Time Spent on Various Duties by the Noncounselors

N = 21

Given in Percentage of Time and Number Reporting the Percentage																			
Consulting Admini- strative				Clerical				Individual Group Counseling				Testing Teaching				In-service Training		Other	
%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N		
15	1	5	3	5	2	2	1	2	1	10	1	25	1	5	3	5	1		
20	4	10	2	10	5	5	3	5	1	15	1	30	3	10	5	10	2		
30	$\frac{1}{6}$ ^a	20	1	15	1	10	1	10	$\frac{1}{3}$ ^a	25	1	35	2	20	1	15	1		
		25	1	20	1	15	2			30	1	40	1	25	$\frac{1}{10}$ ^a	25	1		
		30	2	25	$\frac{1}{10}$ ^a	20	3			35	1	50	1			30	2		
		50	2			30	1			40	$\frac{2}{7}$ ^a	70	$\frac{2}{10}$ ^a			40	$\frac{1}{8}$ ^a		
		60	2			35	$\frac{1}{12}$ ^a												
		65	2																
		80	1																
		100	$\frac{1}{17}$ ^a																

^aSince participants used only those categories pertinent to them, the number in each category varies.

TABLE 43

Professional Organization Membership of Noncounselors

N = 21

Name of Organization	Number Belonging	%	Number of Organizations Belonged to	N	%
American Psychology Association	4	18.5	0	1	5
American Educational Research Association	2	9.5	1	2	9
Alberta Psychological Association	9	42.8	2	6	29
Canadian Guidance and Counselling Association	10	47.6	3	4	19
American Personnel and Guidance Association	5	23.8	4	6	29
Alberta Teachers Assoc. Council for Exceptional Children	4	18.5	5	2	9
Phi Delta Kappa	6	28.5		21	100
Alberta Teachers Guidance Council	4	18.5			
Alberta Teachers Science Council	2	9.5			
Alberta Teachers Admini- strative Council	1	4.7			
Ontario School Counselors' Association	1	4.7			
Association for Child Learning Disabilities	1	4.7			
American Institute of Hypnosis	1	4.7			
California State Marriage Counselors' Association	1	4.7			
American School Counselors' Association	1	4.7			
Oregon Adlerian Society	1	4.7			
Society for Research in Child Development	1	4.7			
Western Psychologists Association	1	4.7			
Canadian Educational Research Association	2	9.5			
Canadian Assoc. of University Student Personnel Services	1	4.7			
	59				

Table 44. Fifty-five percent of this group took at least three years to complete their Master's degree.

Reasons for Selecting the University of Alberta

The two major reasons for choosing this University were the reputation of the Educational Psychology Department and the financial assistance received. The least important was advice from others. Table 45 gives the ranking which this group gave to the various reasons for coming to the University of Alberta.

Value of Courses

Noncounselors found the most beneficial courses to be the practicum in counseling, Theories of Counseling. The vocational guidance course (Ed. Psy. 508) was ranked by seven noncounselors, however most were at the value of the fourth or fifth best course. The majority of courses were rated at the "3", "4", or "5" level. See Table 46 for a complete outline of the courses listed. The most valuable appear to have more of a consensus of opinion, with opinions becoming more diverse with the lesser values assigned.

The core. Some people in this group were unfamiliar with the core because it was not required while they were completing their Master's degree. However, most ranked it anyway on the basis of the courses included. The ranking is summarized in Table 47.

Personality theory received a value of "1" from 76 percent of this group and a value of "1" or "2" by 90 percent.

TABLE 44

Year When Noncounselors Received Master of Education Degree

N = 21

Year of Completion	N	Percent	Years to Complete	N	Percent
1962	1	4.7	1	1	4.7
			2	8	38.1
1964	1	4.7	3	5	23.8
1965	2	9.5	4	5	23.8
1966	2	9.5	5	1	4.7
1967	2	9.5	Not given	1	$\frac{4.7}{100}$
1968	7	33.3			
1969	4	18.5			
1970	1	4.7			
No year given	$\frac{1}{21}$	$\frac{4.7}{100}$			

TABLE 45

Noncounselors Reasons for Selecting the Educational Psychology Department at the University of Alberta

N = 21

Number of Participants Choosing Each Reason Value						
Value	Reputation of Department	Cost	Financial Aid Received	Travel Convenience	Advice from Someone	Other
1 most important	5	4	5	2	2	1
2	7	1	5	2	2	1
3	4	3	3	3	2	1
4	2	6	2	5	3	1
5	1	3	1	4	6	1
6 least important	$\frac{1}{19}^a$	$\frac{1}{17}^a$	$\frac{1}{17}^a$	$\frac{1}{17}^a$	$\frac{3}{18}^a$	$\frac{2}{7}^a$

^aMany noncounselors did not use all the categories and therefore the totals for each division differ.

TABLE 46

Course Value for Noncounselors

N = 21

		Number of Noncounselors Indicating Each Course Value															Educational Psychology			Social Ed. Voc.		
Value	502	508	510	511	512	513	515	517	518	524	569	571	572	574	592	597	599	610	610	Psychology	350	550
1	-	-	9	-	7	-	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	2	1	9	-	-	-	1	-	-	-	-	-	2	-	-	4	-	-	-	1
3	1	3	3	-	1	1	1	-	2	2	2	-	1	2	-	-	1	-	1	1	1	-
4	2	1	-	-	-	1	-	-	3	-	-	2	2	-	1	1	-	-	-	1	1	1
5	2	3	-	-	-	1	-	1	-	2	2	2	2	-	-	-	-	-	-	-	-	-
	$\frac{5}{2}$	$\frac{7}{1}$	$\frac{14}{1}$	$\frac{1}{1}$	$\frac{17}{1}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{2}{2}$	$\frac{1}{1}$	$\frac{6}{6}$	$\frac{4}{4}$	$\frac{2}{4}$	$\frac{5}{5}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{4}{4}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{2}{2}$	$\frac{2}{2}$

Note: -The most valuable course was given a value of "1" and so to "5".

Note: -The titles of the above courses are 502-Introduction to Educational Research, 508-Vocational Counseling, 510-Counseling Theories, 511-Vocational Development and Choice, 512-Seminar and Practicum in Individual Counseling, 513-Group Assessment in Guidance and Counseling, 515-Theories of Personality, 517-Social Psychology and Education, 518-Seminar and Practicum in Group Counseling, 524-Individual Diagnosis in School Psychology, 569-Advanced Educational Psychology:Development, 571-Advanced Educational Psychology: Learning, 572-Adolescent Psychology, 574-Individual Testing, 592-Elementary Counseling, 597-Special Seminar, 599-Individual Directed Reading and Research, 610-Advanced Counseling Theory, Voc. Ed. 350-Educational Programs and Practices in Industry and Labor, Voc. Ed. 550-Vocational Guidance-Conference Seminar.

TABLE 47

Core Course Value for Noncounselors

N = 21

Value	Number of Participants Indicating Each Course Value							
	Introduction to Educational Research	Theories of Personality	Social Psychology and Education	Development	Learning			
	N	%	N	%	N	%	N	%
1	1	4.8	16	76.2	2	9.5	-	9.5
most valuable to counseling	2	9.5	3	14.3	10	47.6	6	28.6
2	3	14.3	-	-	5	23.8	9	42.9
3	-		2	9.5	3	14.3	3	14.3
4	14	66.7	-	-	1	4.8	3	14.3
least valuable to counseling			21	100	21	100	21	100
no ranking	1	4.8					1	4.8
	21	100					21	100

Considering a value of "1" or "2", after personality theory, Social Psychology and Education was ranked most important. The least important or beneficial to counseling for this group, was the course: Introduction to Educational Research.

Seventeen noncounselors favored a core since it results in a knowledge of basics which one might not get otherwise. They mentioned that too many come into the course without a good background in psychology which they considered is needed. A core gives consistency in the graduates of the department. Also, the core provides areas in which the unique skills and knowledge of counseling may be learned. Another favored a core because "a professional training program is not a liberal arts education wherein everyone follows his own gleams or does his own thing. It must provide a coherent and systematic treatment of the organized body of knowledge, skills, abilities, and attitudes which characterize the profession."

The four who felt a core was undesirable said that there should perhaps be a very elementary basic framework but definitely it should be more flexible than the present core. One pointed out that not every graduate student wished to be a counselor and yet the core seemed to be oriented toward that field. "Many of the courses offered in the core are in no way related to counseling," said another.

This group had many suggestions of courses which they felt should be added to the core. These were: theories

of vocational choice, abnormal psychology, projective testing, social psychology, clinical psychology and diagnosis, special education of exceptional children, a learning disabilities course, professional issues in counseling, theory and practice of behavior therapy, and theories of school counseling.

Courses which they felt should be offered but not as part of the core were perception, neurology, law relating to psychological services, behavioral counseling, play therapy, marriage counseling, human sexuality, physiological and abnormal psychology, effects of drug addiction, and computer applications in counseling. Many of these are already offered by other departments in the University.

Behavioral counseling. Three of the 21 did not favor behavioral counseling being offered. One said that it generally is poorly accepted in a school setting. Another replied that "Behavioral modification or behavioral therapy is a different professional speciality, entrusted not with counseling, but with the management, control, and shaping of the behavior of others."

Those who desired the offering of behavioral counseling did so for the following reasons, which are similar to those offered by the other three groups. It was considered a useful technique and should be offered to increase the counselor's repertoire. Only if it is offered can the student try it out. It is one method which produces an economy in behavior change and as such is valuable. The

research methods of the behaviorists are very rigid, compared to some other methods of counseling and as such should be looked into. Also mentioned was the fact that it is valuable with elementary school and autistic children.

Elementary, secondary, non school counselor training.

A majority, 81 percent, favored the separation of these three areas for training. This group, too, felt that there were many topics which could be covered in common but that perhaps the practicum could be more specialized. One respondent said, "There is a commonness but each area has a uniqueness due to different influences at various ages." If the three areas were offered in more detail it would allow for in depth training if it were desired.

It was felt, by those who did not wish to see the three areas separated, that division at the Masters level could lead to one becoming unnecessarily specialized. This restricted scope of the counselor might limit job opportunities. It was also stated that counselors should be trained to deal with all age groups.

Theoretical orientations. The theoretical orientation for the noncounselor group is outlined in Table 48. Forty-three percent said that they were Rogerian in orientation. The remainder were dispersed throughout various other orientations. Ellis had a 17 percent following. In terms of Patterson's categories, 66 percent would be in the perceptual-phenomenological category, with a further 19 percent in the rational category.

TABLE 48

Theorists and Theoretical Approaches Followed by the Noncounselors

N = 21

Theorist	Theorists Most Influencing Noncounselors		Counseling Philosophies		
	N	Percent	Category	N	Percent
No preference	2	9.5	Rational	4	19.0
Rogers	10	47.6	Learning Theory	1	4.8
Glasser	1	4.7	Psychoanalytical	2	9.5
Ellis	4	18.5	Perceptual-phenomenological	14	66.7
Wolpe	1	4.7	Existentialist	-	-
Adler	1	4.7		21	100
Jung	1	4.7			
Kelly	1	4.7			
Allport	1	4.7			
Eclectic	1	4.7			
	$\frac{1}{23}^a$	<u>4.7</u>			

^aSome people used more than one category.

One third felt that one of the following should be emphasized during practicum training: Rogers, existentialism, behaviorism, humanistic-developmental, the pursuit of responsible individualization, or the one that the professor is most at ease with.

Counseling practicum. The 50 hour practicum was considered to be adequate by 65 percent of the group. The remainder did not find it sufficient training as it was seen to be just a starting point in which the variety of cases seen in counseling was restricted and too narrow. It was stated that not enough time was allowed to develop and to learn from experience. One said, "If we recognize individual differences, then the practical experience should depend on the individual." Another felt that an "immersion" internship for about three months everyday was needed. Only in such a manner can one begin to realize what counseling is like as a full time job.

Practicum demonstrations. Only 18 out of 21 in this group responded to this part of the questionnaire. Of these, two-thirds did not find the professors of the department willing to demonstrate their counseling skills for them. All of them would have liked to have seen demonstrations.

Preparation in interpersonal relating. These people felt that they were prepared to relate to others as outlined in Table 49. Most felt that they were quite well prepared or very well prepared. Only one felt that little preparation was given.

TABLE 49
Relationship Preparation of Noncounselors
N = 21

Scale Value	N	Percent
Not at all	-	-
Little preparation	1	5
Somewhat prepared	6	29
Quite well prepared	12	57
Very well prepared	$\frac{2}{21}$	$\frac{9}{100}$

Grading

Twelve or fifty-seven percent of noncounselors in this study felt that the grading was ill-defined. They suggested that the grading be taken away from the students. Honors, satisfactory, unsatisfactory, or adequate-inadequate systems were mentioned as alternates to the present system. The suggestion was made that the practicum supervisor attend the final meeting in which the student's grade is decided. Another said, "The practicum should not be marked as the grade a student ends up with is largely a function of who the supervisor was." One preferred seminar type courses and the elimination of examinations. Finally, it was remarked that "perhaps professors should receive instructions on how to mark with more uniformity among them."

Table 50 is a summary of feelings regarding the

grading. The "other" category was specified as bias in favor of favorite graduate students and lack of insight or conflict of interest between student and professor.

TABLE 50

Noncounselors' Feelings about the Grading System
N = 21

Category	N	Percent
Too subjective	5	23.8
About right	9	42.8
Consistent	3	14.3
Too objective	-	-
Inconsistent	7	33.3
Other	$\frac{2}{26}^a$	<u>9.5</u>

^aRespondents used all applicable categories.

The majority prefer a system other than the present stanine as can be noted in Table 51. No clear preference was indicated however.

Theses and Papers

The following is a summary of responses to questions on the thesis. Major statistical analyses were carried out on the thesis data of 16 of the 21 respondents. Five published an article from their thesis in a counseling journal. Two-thirds knew of someone who had also done work

in the same area.

TABLE 51
Grading System Preferred by the Noncounselors
N = 21

System	N	Percent
Pass-fail (all subjects)	2	9
Pass-fail (practicum only)	5	24
Present stanine system	6	29
Honors, satisfactory, unsatisfactory	8 <u>21</u>	38 <u>100</u>

The length of time taken to complete the thesis varied from 3 to 16 months, as presented in Table 52. The average number of months taken was about eight.

Six noncounselors obtained their thesis topic from a personal idea. Seven used reading as a source for the thesis subject, four obtained the topic from a professor, two from their work, one from another student, and one worked on a joint research project.

The values given for writing the thesis differ little for this group from the other two already mentioned. For some it was a lesson in organization and learning to write in an acceptable style. It provided a research orientation and the knowledge necessary for doing future research on one's own. It gave discipline for the mind in

that it lead to the synthesis of information. Motivation to read further in counseling areas was supplied. For some it was a challenge to attempt what appeared a formidable piece of work. It made one respondent cognizant of how we tend to jump to conclusions often supported by insufficient evidence. And finally, it meant a Master of Education degree.

TABLE 52

Number of Months Spent by Noncounselors On Writing the Thesis
N = 21

Number of months	N	Percent
3	1	4.8
4	1	4.8
5	3	14.3
6	4	19.0
7	2	9.5
8	2	9.5
10	2	9.5
11	1	4.8
12	3	14.3
14	1	4.8
16	1	4.8
	<u>21</u>	<u>100</u>

Internship or thesis. The group was almost evenly split in favor of a thesis or internship. Ten favored the internship, nine the thesis, and two did not reply. Those favoring the internship said that it provided the necessary

opportunity to apply and challenge the theoretical aspects of the course. It was felt to be of more practical value and less frustrating. Another said that the internship was of more value because "few Master's theses are worth more than the paper they are written on." Respondents favoring a thesis did so because of its value to research at the doctoral level. It was felt that an internship could be taken at another time in another place, while a thesis could not be. For one the eventual goal was not counseling and therefore the thesis was of more benefit. Another felt the thesis to be of more value because "the discipline and work required have no counterpart." Finally, one felt the thesis preferable because it took a shorter amount of time to complete than did the internship.

Seventeen said that the thesis was of benefit to them at present while four felt that it was not. It was not beneficial to them in their present job because they felt that it was inapplicable to their work in the field. On the other hand, others found it valuable because of the confidence developed by doing the project and the reading required for it. It helped some to think clearly and write concisely which is an asset for them in their present job. It gave a familiarity with research methods used in writing and thus lead to the ability not only to do further research, but also to understand the current research that is published. The topic chosen has turned out to be of value to some. It made one respondent "more guarded in accepting the hypotheses that

I formulate now."

Thesis supervision. Twelve of the 21 were able to have as the thesis supervisor the professor whom they chose first. The other 9 were not so fortunate as they found that the person they wanted to supervise the thesis was too busy, left the University, or supervised only doctoral candidates.

Eleven had supervisors who did individual counseling. Only two found their thesis supervisor not easily available for assistance when it was needed. Table 53 outlines how this group perceived their supervisor's attitude toward them. Most found the advisor interested in what they were doing. All the comments included under "other" were favorable. They included professional, helpful, friendly, growth stimulating, competent, enthusiastic, supportive, considerate, and demanding.

Sixteen found their advisor's advice very beneficial and five moderately beneficial. They suggested that more time be allotted to professors specifically for supervising theses. There could perhaps be seminars scheduled on the format and organization of a thesis. Regularly assigned conferences with the advisor might facilitate the doing of a thesis. Something could probably be done on a more useful level if the students were actively involved in the professor's ongoing research. Also, computer consultative services could be more easily accessible.

TABLE 53

Thesis Supervisor's Attitude as Seen by the Noncounselors
N = 21

Category	N	Percent
Interested	19	90.5
Dictatorial	1	4.7
Condescending	-	-
Indifferent	-	-
Teacher-pupil	2	9.5
Critical	6	28.5
Other	<u>10</u> 38 ^a	<u>47.6</u>

^aRespondents used more than one category.

Papers. Six have published papers. Two have published two or less, two have three to five, one has six to ten, and one has published more than ten. Of the remainder, ten do not intend to publish as they have not the time, interest, or feeling that they can make a significant contribution.

Further Education

A doctoral program has been undertaken by eight of the group. Their major and minor areas are summarized in Table 54. In this group, 13 would not like to see available a doctorate in counseling that would not require a thesis; 7 would; several favored the thesis and internship. Others

TABLE 54

Doctoral Level Specialization of the Noncounselors

N = 8

Major Area	N	Percent	Minor Area	N	Percent
Counseling	4	50.0	School psychology	1	12.5
School psychology	1	12.5	Group counseling	1	12.5
Special education	1	12.5	Development	1	12.5
Educational psychology	$\frac{2}{8}$	$\frac{25.0}{100}$	Measurement	1	12.5
			Counseling	1	12.5
			None listed	$\frac{3}{8}$	$\frac{37.5}{100}$

felt that the necessary field experience or internship should have been acquired by the Doctoral level. A thesis is needed to keep abreast of research and to get the necessary experience required for the publishing one is expected to do. Also the thesis is necessary to advance the field of counseling which is still young and needs competent researchers. Mentioned too, was the fact that at the Doctoral level people are being prepared for university and administrative positions which require the completion of a thesis. Perhaps the practitioner does not need a doctorate at all. One did not select in favor of either but said, "I would like to have a respected degree. If an internship instead of a thesis would not be scoffed at by an employer it would probably be more valuable. Would this university hire a psychologist who had no dissertation?"

General Questions

Noncounselors favor the counselor education programs outlined in Table 55. No clear preference is indicated. However the most preferred category is that of a thesis or internship option.

Characteristics of counselors. Noncounselors viewed the counselor attributes as listed in Table 56. Seventy-five percent of noncounselors rated open to suggestion, tolerant of ambiguity, empathic, person oriented, self-confident, dedicated, and flexible as important. The same percentage considered as unimportant: judgmental, affluent, mechanical, aggressive, dominant, passive, dogmatic, anxious,

conservative, and carefree.

TABLE 55

Kind of Program the Noncounselors Would Establish
N = 21

Program	N	Percent
Same program as at the University of Alberta	6	28.5
Additional courses or a thesis	6	28.5
Thesis or internship option	8	38.0
Comprehensive examination	1	4.7
Other ^a	$\frac{4}{25}^b$	<u>18.5</u>

^a"Other" was specified as either the second or third choice.

^bSome used more than one category.

Professors

This group was composed of all professors teaching or supervising the present counseling program. Also included were three professors who were formerly in the positions mentioned above but who have moved to other Universities. The questionnaire given to the professors (N = 12) involved with the teaching and supervising of the counseling program was a modified version of the one given to the other three groups. Some sections were left the same for all three groups so that a comparison could be made. Sections, mainly on doctoral training, were added to the questionnaire of the

TABLE 56

Counselor Characteristics as Seen by Noncounselors

N = 21

Characteristic	Number of Noncounselors Assigning the Value				
	1	2	3	4	5
Reflective	-	1	6	7	7
Open to suggestion	-	-	4	7	10
Tolerant of ambiguity	1	-	2	8	9 ^a
Empathic	1	-	1	-	19
Judgmental	12	6	3 ^a	-	-
Affluent	14	5	2	-	-
Outgoing	2	9	6	4	-
Efficient	1	5	6	5	3 ^a
Persuasive	6	6	4	4	1
Person oriented	-	-	-	2	19
Mechanical	16	3	2	-	-
Aggressive	15	3	1	1	1
Dominant	13	7	1	-	-
Passive	14	5	2	-	-
Self-confident	-	1	1	10	9
Nurturant	1	5	5	8	2
Artistic	9	5	6	1	-
Analytical	3	5	4	7	2
Dogmatic	19	1	1	-	-
Sympathetic	3	6	6	5	1
Compliant	10	5	4	2	-
Persistent	2	2	9	4	4
Anxious	15	3	3	-	-
Dedicated	-	-	1	5	15
Well dressed	1	4	12	3	1
Punctual	-	3	6	9	3
Self-controlled	2	2	6	8	3
Original	2	4	10	4	1
Contemplative	2	2	7	7	2 ^a
Conservative	11	6	3	1	-
Stable	-	2	4	6	9
Carefree	10	7	4	-	-
Directive	11	2	6	-	1 ^a
Intellectual	1	2	11	5	2
Theoretical	2	4	10	4	1
Practical	1	1	7	7	5
Flexible	-	1	-	4	16

Note:-The categories went from "1"-very unimportant to "5"-very important.

^aNot everyone used all the characteristics.

professors. The same format was followed in outlining the results for this group as for the other three.

Undergraduate Education

Two of the twelve professors attended more than one University for their undergraduate education. Six have undergraduate degrees from places other than the University of Alberta, namely various Universities in the United States. Five have degrees from the University of Alberta. One has a degree from both the University of Alberta and another Canadian University.

Types of Degrees Earned

As can be seen in Table 57 there were five types of undergraduate degrees held by members of this group. Three of the twelve had two undergraduate degrees. Only one has a Bachelor of Education and no other undergraduate degree.

TABLE 57

Types of Undergraduate Degrees Earned by Professors

N = 12

Degree	N	Percent
Bachelor of Arts	8	66.6
Bachelor of Science	2	16.6
Bachelor of Education	3	25.
Bachelor of Physical Education	1	8.3
Associate of Arts	1	8.3
	<u>15</u>	

Note: - Some had more than one undergraduate degree.

TABLE 58

Undergraduate Course Specialization of the Professors

N = 12

Major Area	N	Percent	Minor Area	N	Percent
Physical Education	1	8.3	Psychology	4	33.3
Philosophy	1	8.3	Sociology	2	16.6
Psychology	3	25.0	History	1	8.3
Drama	1	8.3	Mathematics	1	8.3
Social Science	1	8.3	Physical Sciences	1	8.3
English	1	8.3	Social Sciences	1	8.3
Biology	1	8.3	None listed	2	$\frac{16.6}{100}$
Political Science	1	8.3			
Physics, Chemistry	1	8.3			
Sociology	$\frac{1}{12}$	$\frac{8.3}{100}$			

TABLE 59
 Number of Jobs Held by the Professors
 N = 12

	Number of Jobs	N	Percent
Between Undergraduate degree and Master's	0	2	16.6
	1	2	16.6
	2	5	41.6
	3	1	8.3
	4	1	8.3
	5	<u>1</u> 12	<u>8.3</u> 100
Between Master's and Doctoral degree	0	2	16.6
	1	2	16.6
	2	2	16.6
	3	2	16.6
	4	2	16.6
	5	-	-
	6	1	8.3
	not given	<u>1</u> 12	<u>8.3</u> 100
Since the Doctoral degree	0	-	-
	1	3	25.0
	2	5	41.6
	3	3	25.0
	4	-	-
	5	<u>1</u> 12	<u>8.3</u> 100

Courses of Study

As with the other three groups there were many major and minor areas taken at the undergraduate level by these people. These specializations are summarized in Table 58. Note that 7 had either a major or a minor in psychology. That was the only area of concentration held by more than one quarter of the group.

Work Experience

In this group, two people continued their education without a break and no full time job until the doctorate was completed. Eight taught between the undergraduate and Master's degrees. The number of jobs held is summarized in Table 59.

Seventy-five percent have had more than one job since the doctoral degree was received. All are currently professors. There are two full professors, five associate professors, and five assistant professors.

Use of work time. It may be observed that only three persons spend more than 10 percent of their time on administrative and/or clerical tasks. All twelve spend at least twenty percent of their time teaching, with over half spending at least forty percent teaching. Testing and group counseling receive very little time. Nine people allot time for individual research, and eight for supervising theses. From Table 60 it can be seen that teaching and individual counseling account for the major use of work time.

TABLE 60

Amount of Time Spent on Various Duties by the Professors

N = 12

Given in Percentage of Time and Number Reporting the Percentage															
Consulting		Admini- strative		Clerical		Individual Counseling		Group Counseling		Test- Teach- ing ing		Research Thesis Super- vision		Other	
%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
5	4	2	1	3	1	5	1	4	1	1	1	20	2	5	4
10	2	5	2	5	3	10	5	5	5	5	1	25	2	10	3
15	1	10	2	10	1	20	1		10	2	$\frac{2}{4}$	30	1	20	1
20	$\frac{1}{8}$	25	1	25	$\frac{1}{6}$	25	1					40	2	40	$\frac{1}{9}$
		45	$\frac{1}{7}$			35	1					45	1		
						50	1					50	$\frac{4}{12}$		
						65	$\frac{1}{11}$								

Note:-Since the respondents answered only those categories that pertained to them, N does not always total 12.

Professional organizations. The average number of organizations belonged to is slightly over 4. (See Table 61). It is interesting to note that the only organizations to which over half the professors belong are two American ones having to do with psychology and guidance. Fifty percent belong to the Canadian Guidance and Counselling Association with only twenty-five percent belonging to the Canadian Psychological Association compared to fifty-eight percent belonging to the American counterpart.

Graduate Studies Program

Master's. The first Master's degree completed by a member of this group was in 1949, with the last in 1966. See Table 62 for a record of the years in which the Master's degrees were awarded, for this group.

The average number of years taken to complete the Master's degree was just under two. There were nine Master of Arts degrees, one Master of Science degree, and one Master of Education degree. One participant had two degrees at the Master's level. Only four of the eleven with Master's degrees obtained them from the University of Alberta. The remainder were from American Universities.

Two thirds specialized in clinical or counseling psychology as can be seen in Table 63.

Reasons for Selecting the University for Graduate Study

For this group the main reasons for selecting the

TABLE 61

Professional Organization Membership of the Professors

N = 12

Name of Organization	Number Belonging	%	Number of Organizations Belonged to	N=12	%
American Psychology Association	7	58.3	0	1	8.3
American Personnel and Guidance Association	7	58.3	1	-	-
Canadian Guidance and Counseling Association	6	50.0	2	1	8.3
Psychologists Association of Alberta	5	41.6	3	3	25.0
Canadian Psychological Association	3	25.0	4	2	16.6
Guidance Council, Alberta Teachers Association	2	16.6	5	1	8.3
University Counselors Association	3	25.0	6	1	8.3
Phi Delta Kappa	4	33.3	7	2	16.6
Association for Humanistic Psychology	2	16.6	8	-	-
Psi Chi	1	8.3			
Society for Research in Child Development	2	16.6	9	1	8.3
Alberta Teachers Association	1	8.3		12	100
Ontario Psychological Association	1	8.3			
American Educational Research Association	2	16.6			
Wisconsin Bar Association	1	8.3			
North Indiana Conference United Church	1	8.3			
American Association for the Advancement of Science	1	8.3			
National Vocational Guidance Association	1	8.3			
A.C.P.E.	1	8.3			
	51				

TABLE 62

Year When Professors Received Master of Education or Other
Master's Degree

N = 12

Year of Completion	N	Percent	Years to Complete	N	Percent
1949	1	8.3	1	5	41.6
			2	3	25.0
1957	1	8.3	3	2	16.6
1958	1	8.3	4	1	8.3
1959	3	25.0	No degree	1	$\frac{8.3}{100}$
1962	1	8.3			
1963	2	16.6			
1965	1	8.3			
1966	1	8.3			
No degree	1	$\frac{8.3}{100}$			
	$\frac{1}{12}$				

particular University they did for study at the Master's level were the reputation of the department, cost, and travel convenience. See Table 64 for a summary of the values assigned to the various reasons for selecting the particular University chosen.

TABLE 63

Professors' Specialization Area at the Master's Level
N = 12

Area	N	Percent
Clinical Psychology	5	41.5
Guidance and Counseling	3	25.0
Educational Psychology	1	8.3
Psychology of Motor Learning	1	8.3
Experimental and Learning Psychology	1	8.3
No Master's Degree	$\frac{1}{12}$	$\frac{8.3}{100}$

Course work. Since so many different Universities were attended by the members of this group, the titles listed in Table 65 for courses may not represent the same experience for each individual. However, the writer has grouped them according to the titles given by the respondents.

The major courses mentioned were personality, counseling techniques, learning, and abnormal psychology. One person said that none of the courses which he took at

TABLE 64

Professors Reasons for Selecting the Particular University They Did for the Master's Degree

N = 12

Number of Participants Choosing Each Reason Value						
Value	Reputation of Department	Cost	Financial Aid Received	Travel Convenience	Advice from Someone	Other
1 most important	4	3	1	3	-	1
2	3	2	-	1	2	-
3	1	1	3	2	-	1
4	1	-	2	1	2	1
5	-	2	1	-	2	1
6 least important	$\bar{9}^a$	$\bar{9}^a$	$\frac{1}{8}^a$	$\frac{4}{11}^a$	$\frac{1}{7}^a$	$\frac{1}{5}^a$

^aMany professors did not use all categories and therefore the totals for each division differed.

Courses Which the Professors Considered Most Important for Counseling of Those Which They Took

105

Value	Counseling Techniques	Number of Professors Indicating Each Course Value							Diagnostic Psychology
		Personality	Abnormal Psychology	Counseling Theories	Vocational Choice Theory	Testing	Experimental Psychology		
1	2	1	1	1	-	-	-	1	
most beneficial to counseling									
2	1	3	2	-	-	-	-	1	
3	1	1	1	-	1	2	-	-	
4	-	-	-	-	1	-	-	-	
5	-	-	-	-	-	-	-	-	
least beneficial to counseling	$\frac{4}{-}$	$\frac{5}{-}$	$\frac{4}{-}$	$\frac{1}{-}$	$\frac{2}{-}$	$\frac{2}{-}$	$\frac{2}{-}$	$\frac{2}{-}$	
Statistics									
1	-	-	-	-	-	-	-	-	
2	1	-	-	-	-	-	-	-	
3	-	-	1	1	-	-	-	-	
4	1	-	-	1	-	-	-	-	
5	$\frac{3}{1}$	$\frac{1}{1}$	$\frac{1}{-}$	$\frac{2}{-}$	$\frac{1}{-}$	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{1}{1}$	

TABLE 65 Continued

Number of Professors Indicating Each Course Value					
Value	Learning	Clinical Psychometrics	History of Psychology	Group Counseling	Social Psychology
1	1	1	-	1	-
2	-	-	-	-	1
3	-	-	-	-	-
4	3	-	1	-	-
5	- $\frac{4}{4}$	- $\frac{1}{1}$	- $\frac{1}{1}$	- $\frac{1}{1}$	- $\frac{1}{1}$

Note:-The most valuable course was given a value of "1" and so on to "5".

the Master's level were beneficial to counseling.

Doctoral degrees. The Doctoral degrees were awarded from 1952 to 1970 for the members of this group. Two have Doctorates of Education and the remaining ten have Doctorates of Philosophy. The years of doctoral education are summarized in Table 66.

It took about three years on the average to obtain the Doctoral degree. Four received their doctorate from the University of Alberta. The average number of years of experience as a professor, since receiving the Doctoral degree, for the twelve professors is 4.8 years. However, it is only 3.1 years for the professors of counseling presently on staff in the Educational Psychology Department. Two, of the twelve, received all of their University education at the University of Alberta.

The major and minor areas of Doctoral level specialization are summarized in Table 67. Two thirds majored in counseling psychology with an additional one-sixth in clinical psychology. All but one had a major or minor in counseling.

Value of Courses

Many of the courses listed at the Doctoral level as most beneficial to counseling were similar in nature to the ones at the Master's level, as seen in Table 68. The counseling or clinical practicum was rated most beneficial,

TABLE 66

Year When Professors Received the Doctoral Degree

N = 12

Year of Completion	N=12	Percent	Years to Complete	N=12	Percent
1952	1	8.3	2	2	16.6
1963	1	8.3	4	-	-
1964	1	8.3	5	1	8.3
1965	3	25.0	6	$\frac{1}{12}$	$\frac{8.3}{100}$
1967	3	25.0			
1968	1	8.3			
1969	1	8.3			
1970	$\frac{1}{12}$	$\frac{8.3}{100}$			

TABLE 67

Doctoral Level Specialization of the Professors

N = 12

Major Area	N	Percent	Minor Area	N	Percent
Counseling	8	67	Educational Psychology	3	25.0
Clinical Psychology	2	17	Counseling	3	25.0
Educational Psychology	1	8	Clinical Psychology	1	8.3
Developmental Psychology	$\frac{1}{12}$	$\frac{8}{100}$	Social Work	1	8.3
			Education	1	8.3
			Statistics	1	8.3
			Diagnostics	1	8.3
			No Minor Given	$\frac{1}{12}$	$\frac{8.3}{100}$

Value of Courses Taken by Professors at the Doctoral Level for Counseling

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	Value	Psychotherapy	Clinical Practicum	Internship	Projective Testing	Learning	Counseling Theory	Statistics
1	most valuable to counseling	1	4	1	1	1	2	-
2		-	1	-	1	-	-	1
3		-	1	1	-	-	2	-
4		-	-	-	-	-	-	1
5	least valuable to counseling	1	6	2	2	1	4	2
1	Personality	-	-	-	-	-	-	-
2		1	1	-	-	1	-	-
3		-	-	-	-	-	-	1
4		-	-	1	-	-	1	-
5		1	1	1	1	1	1	1

followed by a course on counseling theory. The balance of choices was very scattered. Only two listed the internship as valuable to counseling. Perhaps some did not experience an internship and therefore could not ascertain its value.

The core. All but three of the group are currently on staff at the University of Alberta and therefore are familiar with the core of required areas of competency. They ranked the core courses in order of importance for counseling as outlined in Table 69.

Personality theory received a value of "1" from a majority, and three-fourths gave it first or second place. Very close to personality theory was the two-thirds approval given to development at the "1" or "2" level. Sixty-six percent rank the research course in fifth place, and close to it is the course on learning theory.

Eight people favored a core, three opposed, and one was noncommittal. It was felt that a core was necessary to provide a basis for specialization and some standardization if the student chooses to move to another department. It is preferable in that it assures that certain important areas are covered and that they are common to all. However, it was emphasized that the core must not be rigid, but rather should be flexible enough to allow for individual backgrounds of the students.

Some preferred having several cores depending upon where the student would finish rather than one single core for all. There could be common elements in all, however.

TABLE 69

Core Course Value for Professors

N = 12

Value	Number of Professors Indicating Each Course Value							
	Introduction to Educational Research		Theories of Personality		Social Psychology and Education		Development	
	N	%	N	%	N	%	N	%
1 most valuable to counseling	-	-	7	58.3	1	8.3	2	16.6
2	-	-	2	16.6	1	8.3	6	50.0
3	2	16.6	1	8.3	5	41.6	-	-
4	2	16.6	1	8.3	4	33.3	2	16.6
5 least valuable to counseling	8 $\frac{8}{12}$	$\frac{66.6}{100}$	1 $\frac{1}{12}$	$\frac{8.3}{100}$	1 $\frac{1}{12}$	$\frac{8.3}{100}$	1	8.3
No rating								
					1 $\frac{1}{12}$	$\frac{8.3}{100}$	1 $\frac{1}{12}$	$\frac{8.3}{100}$

Another person, not in favor of a core said that, "rather than see a rigidly defined core I would like to see subject areas that all counseling students are exposed to." The other person who opposed a core felt that with a core we are getting too close to the American system. He said, "We should try to maintain the unique relationship between student and professor and attempt to meet the individual needs of the students."

The professors did not offer many suggestions as to what areas they would like to see added to the core. The only suggestions were abnormal psychology, psychopathology, and perception.

They had more suggestions for course offerings which would not be part of the core, however. These included the ones mentioned above, plus counseling theory, interpersonal communications, adolescence, psychobiological processes, an internship, learning theory approach to counseling, group techniques such as psychodrama, history of biology, neuro-psychology, and problem solving as it relates to the diagnosis of behavior disorders.

Behavioral counseling. Only one professor felt that behavioral counseling courses should not be offered. His reason was, "This is teaching a technique- belongs in technical school."

The eleven desiring it did so because they felt it relevant and since it is a recognized counseling method the choice of taking a course in it should be available. Others

felt that since behavioral counseling is useful in specific types of cases, like autistic children, there should be exposure to it. Finally, it was suggested that such an approach could be useful in classroom management.

Elementary, secondary, and nonschool
counselor training.

Just over half

(7) favored separating the above groups so that there would be specialized training in each area. Specialization would recognize that different kinds of skills are required for different groups of people. In addition, it was mentioned that the goals for the different groups of clients in the above three categories would differ. Another said that the way one wants to grow professionally would differ for the counselors of each group, and therefore specialized training would be best. Most favoring specialization did mention that there could be areas common to all, and these would not then be part of the specialized program. They felt that the specialization could come in the practicum.

Of those not favoring the separation of the three groups, one said that the practicum experience should be the same but there might be some course specialization. Another said, "I feel that you have a more intellectually stimulating program if you keep people from the three levels integrated." It was also said,

Counseling is counseling regardless of age or setting and hence specialization is not needed. All counselors deal with people and emotional reactions common to all. You may need some different emphasis for the three groups but not different programs.

Theoretical orientation. Most professors preferred to name more than one theorist to whom they were most clearly related. Table 70 contains an outline of the theoretical orientation of this group. It may be noticed that Rogers was named by over half the group as at least one of the theorists to whom they related. The majority of professors have a perceptual-phenomenological approach to counseling.

Only one professor favored the emphasis of any theoretical position in the practicum. His choice was Perls. Another felt that Rogers should be emphasized at first and then the individual could find the one which suited him best.

Counseling practicum. The fifty hour practicum was considered insufficient by seven of the twelve in the group. Many felt that any practicum is inadequate, and that an internship was needed. One thought that he would rather see the student counsel full time one term so that he could integrate theory with experience. It was mentioned that the range of cases sampled in the practicum was too limited. Another felt that not enough time was allotted for supervision. This person would like to see something which approached one hour of counseling followed by one hour of supervision.

Practicum demonstrations. Eleven engage in private individual counseling at the University. Of this group, nine said that they were willing to demonstrate their counseling skills and had done so for students in the practicum. One was unwilling to and had not done so. Two said that the question was inapplicable to them.

TABLE 70

Theorists and Theoretical Approaches Followed by the Professors

N = 12

Theorist	Theorists Most Influencing Professors		Counseling Philosophies	
	N	Percent	Category	N Percent
Rogers	7	58.3	Rational	-
Gibson, Schacter, Arnold	1	8.3	Learning Theory	1 8.3
Wallen	1	8.3	Psychoanalytical	-
Perls	2	16.6	Perceptual-pheno- menological	9 75.0
Coombs	1	8.3	Existentialist	2 16.6
Bruner	1	8.3		100
White	1	8.3		
Watts	1	8.3		
Gazda	1	8.3		
None	1 17 ^a	8.3		

^aSome people named more than one theorist.

Preparation in interpersonal relating. Three professors did not reply to this part of the questionnaire. The rest felt that students at the University of Alberta were prepared as shown in Table 71. Eighty-eight percent of the respondents felt that students were at least somewhat prepared.

TABLE 71

Relationship Preparation as Seen by Professors

N = 12

Scale Value	N	Percent
Not at all	0	-
Little preparation	1	8.3
Somewhat prepared	3	25.0
Quite well prepared	3	25.0
Very well prepared	2	16.6
No reply given	<u>3</u> 12	<u>25.0</u> 100

Grading

Grading was considered to be well defined by only five professors. One was uncommitted and the other six felt that it was poorly defined. A pass-fail system was suggested as an alternate, especially for the practicum, or else a credit - non credit system. Someone suggested that the grading system should be used more, but properly, with "5's" and "6's" given so that discriminating could be done.

In addition to a pass-fail grade in the practicum, paragraph summary evaluations should be made.

Table 72 summarizes the type of grading system this group would prefer. Only 2 favored the current system. Almost half preferred an honors, satisfactory, unsatisfactory system.

TABLE 72

Grading System Preferred by the Professors

N = 12

System	N	Percent
Pass-fail (all subjects)	1	8
Pass-fail (practicums only)	3	25
Present stanine system	2	17
Honors, satisfactory, unsatisfactory	5	42
Other (none of these)	$\frac{1}{12}$	$\frac{8}{100}$

Thesis and Publications

Three professors had no thesis at the Master's level. Seven, of the nine remaining, did statistical analyses on their Master's thesis data. Only 2 published part of their Master's thesis. Work in the same area has been done by others known to seven of the group. At the Doctoral level 5 have published an article from the thesis.

The length of time taken to complete the Master's

thesis varied from two to twelve months and three and one-half to twenty-four months for the Doctoral thesis. A summary of these time periods may be seen in Table 73. At the Master's level the average number of months spent was not quite six, while at the Doctoral level it was not quite ten.

Outside reading lead to a Master's thesis topic for three people and to a Doctoral topic for twelve. Two, at both levels, obtained the idea from a professor. The remainder worked on a topic concerning their work or some idea of their own.

The thesis served as an instrument whereby some were taught to write scientifically and to be critical of writing and research. It made writing the Doctoral dissertation easier for some. For some it was good preparation for the future research they would be doing. Another commented on the "status" value of having done a thesis and how his thesis now served as a good reference guide for students.

Of those who wrote a Master's thesis six said that it was of value to them now for the following reasons. One said, "It taught me to evaluate research and I developed a hardnosed psychological attitude." It is useful for helping counselors to evaluate the ever increasing literature. Because of the "excellent review of the literature" which his thesis contains another found it useful for his student counselors. One professor has found that he is less hasty

TABLE 73

Time Spent by the Professors on Writing the Master's and Doctoral Theses

N = 12

Number of Months	Master's		Percent	Doctorate		Percent
	N	Number of Months		N	Percent	
2	1	31/2	8.3	1	8.3	
3	1	4	8.3	1	8.3	
4	2	5	16.6	1	8.3	
5	1	6	8.3	3	25.0	
6	2		8.3			
		11		1	8.3	
9	1	12	8.3	3	25.0	
12	1	18	8.3	1	8.3	
No Master's Thesis	3	24	25.0	1	8.3	
	12		100	12	100	

to make definite conclusions about the hypotheses which he formulates concerning his clients. Others found their particular topic of value as it lead to an in-depth understanding of human motivation or offered preparation for working with the particular type of person on which the research was based.

Three felt it was not of value because it did not assist in the development of counseling skills or relating to people. One professor replied,

"The types of things I did for a thesis are not relevant for counseling. The skills needed for writing a thesis are not applicable to counseling and might mitigate against good counseling because of the analytical, data oriented thinking which a thesis tends to develop."

Thesis supervision. Seven professors succeeded in having as their Master's thesis supervisor the one who was their first choice. The other two did not because of a communication problem or because the professor left the University. Five of the nine had a supervisor who did counseling on his own. All but two found their supervisor readily available for consultation. In Table 74 is an outline of their thesis supervisor's attitude toward them.

All nine found their advisor to be interested and helpful, while six of the nine found him to be critical. Four felt that their advisor's advice was very beneficial while five found it moderately beneficial.

This group made a number of suggestions regarding the thesis advisory system. They felt that students should consider the availability of staff before selecting an

advisor. Advisors should schedule regular supervision appointments while the thesis is in progress. The student should make an attempt to keep all committee members up-to-date on what he is doing. It was suggested too that perhaps a preliminary oral could be introduced in which the student had to defend the theoretical basis of his thesis, or an alternate would be the presentation of thesis topics in seminars to fellow classmates for criticism. The last suggestion was that students might be better informed of the competencies and research interests of the staff.

TABLE 74

Master's Thesis Supervisor's Attitudes as Seen
by the Professors

N = 12

Category	N	Percent
Interested	9	75.0
Dictatorial	1	8.3
Condescending	1	8.3
Helpful	9	75.0
Indifferent	1	8.3
Teacher-pupil	1	8.3
Critical	6	50.0
Other (supportive)	$\frac{2}{30}^a$	<u>16.6</u>

^aProfessors selected all categories that were applicable.

Publications. A summary of the number of papers published by the professors is given in Table 75. One half have published six or more papers. Of the two who have not as yet published one intends to do so and the other does not know if he will. Two have published one book each.

Doctoral studies. Five oppose, six favor, and one refrained from saying whether or not he would approve of a doctorate in counseling without a thesis but having an internship instead. It was seen as good for the person-oriented rather than the research oriented student. It was felt that they would learn more practical things in an internship and that the necessary statistics, which a thesis teaches, could be gained through courses. Also, it was pointed out that many practitioners do little research, so perhaps the thesis is not as beneficial as an internship. Those who did not favor the internship instead of the thesis pointed out that both were needed for recognition by the American Psychology Association. Perhaps another degree like a Doctor of Education could be given if no thesis were required. One said, "The internship would not provide the student with the necessary sort of discipline for problem solution and definition; skills someone with a doctoral degree should have."

TABLE 75

Number of Papers Published by the Professors

N = 12

Number of Papers	N	Percent
0	2	16.6
1 - 2	2	16.6
3 - 5	2	16.6
6 - 10	2	16.6
more than 10	<u>4</u>	<u>33.3</u>
	12	100

General Questions

Professors definitely favored modifying the Master's program from the one currently offered to the choices as seen in Table 76. The suggestions specified under "other" were: retain the thesis but abolish course work, have a thesis and internship, no thesis but an internship and a comprehensive examination, and a program the same as that currently offered by the Educational Psychology Department of the University of Alberta.

Counselor characteristics. Table 77 shows how professors rated counselor attributes as to their importance. Characteristics which received the support of three-quarters of the professors as being important were reflective, open to suggestion, tolerant of ambiguity, empathic, person-oriented, self-confident, dedicated, stable and flexible.

The unimportant ones were judgmental, affluent, mechanical, passive, dogmatic, and conservative. Professors and students did not list dominant and aggressive as being as important as the other two groups. Professors were the only ones in which 75 percent felt that being reflective was important and in which the same percentage did not feel that anxious was an unimportant characteristic.

TABLE 76

Type of Program that the Professors Would Establish
N = 12

Type of Program	N	Percent
Same as the one which they had	1	8.3
Course or thesis option	1	8.3
Thesis or internship option	5	41.6
Comprehensive examination	0	-
Other	$\frac{5}{12}$	$\frac{41.6}{100}$

TABLE 77

Counselor Characteristics As Viewed by the Professors

N = 12

Characteristics	Number of Professors Assigning The Value				
	1 very unimportant	2	3	4	5 very important
Reflective	-	1	2	5	4
Open to suggestion	-	-	1	5	6
Tolerant of ambiguity	-	-	1	2	9
Empathic	-	2	1	-	9
Judgmental	7	3	2	-	-
Affluent	9	2	-	1	-
Outgoing	2	2	4	4	-
Efficient	2	3	4	3	-
Persuasive	3	3	3	3	-
Person-oriented	-	-	-	4	8
Mechanical	11	1	-	-	-
Aggressive	3	2	6	1	-
Dominant	4	2	5	1	-
Passive	6	4	2	-	-
Self-confident	-	-	2	5	5
Nurturant	2	2	3	5	-
Artistic	4	3	2	3	-
Analytical	2	2	4	4	-
Dogmatic	10	2	-	-	-
Sympathetic	2	5	2	2	1
Compliant	3	5	4	-	-
Persistent	1	1	2	6	2
Anxious	6	2	4	-	-
Dedicated	-	1	2	6	3
Well dressed	2	5	3	1	1
Punctual	-	-	5	5	2
Self-controlled	1	1	5	4	1
Original	-	3	2	4	3
Contemplative	2	-	5	3	2
Conservative	4	6	2	-	-
Stable	-	1	2	6	3
Carefree	3	5	3	1	-
Directive	4	4	2	2	-
Intellectual	2	2	3	3	2
Theoretical	2	1	2	5	2
Practical	-	1	3	5	3
Flexible	-	-	-	3	9

Chapter 5

Summary, Conclusions, and Recommendations

Purpose and Objectives of the Study

The main purpose of this study was to examine certain aspects of the Master of Education program in counselor education at the University of Alberta. Other objectives to be realized were:

1. To ascertain the nature of employment of the graduates.
2. To seek evidence for consideration when decisions regarding changes in curriculum and program are being made.
3. To find out what were felt to be the values of writing a thesis.
4. To find out whether or not an internship was considered desirable.
5. To compare the views of the graduates of the program with those of the professors.

Method and Scope of the Research

In order to obtain the necessary data for the research it was decided to do a follow-up study of the Master of Education graduates of the counselor education program at the University of Alberta. The method of obtaining these data was the questionnaire developed by the writer.

A survey was made of all the graduates of the Master

of Education program in counseling at the University of Alberta since 1960 and the professors who taught and supervised the program. Eighty-three percent of the questionnaires were returned. The returns revealed the findings reported in the next section.

Discussion of the Findings

Educational and occupational background information.

1. The undergraduate degree was obtained from the University of Alberta by fifty percent of professors in counseling, seventy-six percent of noncounselors, eighty-two percent of counselors, and ninety percent of students. While half the professors have been drawn from other parts of North America, it appears that, at least from this sample, a majority who go on to a Master's degree at the University of Alberta have already been in attendance there.

2. More than one undergraduate degree was held by none of the students, one counselor, six noncounselors, and three professors. It should not be assumed from this that there are more noncounselors than professors with a broader based undergraduate education since some of those non-counselors are now professors.

3. Bachelor of Education degrees were held by fifty percent of students, ninety percent of counselors, fourteen percent of noncounselors, and twenty-five percent of professors in the study. The great percentage of counselors holding Bachelor of Education degrees may reflect the fact

that most of these people are currently involved in education. Contrast the above with seventy-six percent of noncounselors holding Bachelor of Science degrees and sixty-six percent of the professors having Bachelor of Arts degrees.

4. The range of years of undergraduate graduation is very similar for three of the four groups. Counselors, non-counselors, and professors received their undergraduate degrees from 1943 to 1966, 1946 to 1966, 1948 to 1964 respectively. Students, on the other hand, range only from 1964 to 1968. If age of the respondent and the type of undergraduate education received influences the answers and attitudes of the individual, one would expect the student group to vary considerably from the other three groups which should be more uniform in outlook. This may be ascertained in the points to follow.

5. The choice of psychology as a major or minor specialization was given by forty percent of the students, none of the counselors, twenty-nine percent of the non-counselors, and fifty-eight percent of the professors. The remainder of respondents in the groups had a wide array of major and minor specializations. Cosgrave (1965) mentioned that there is considerable debate about whether or not a psychology background helps or hinders the development of counselors. He also pointed out that for counselors a broad general undergraduate education is preferred rather than restricting counselors to psychology graduates or any other type of specialized graduate.

6. The majority of people in all groups who had jobs between the Bachelor and Master's degrees held them in the field of education, either teaching or counseling in a school. The average number of jobs held per person in each group does not vary much between groups before the Master's degree. However, it is interesting to note that none of the ten students has held a full time job since receiving the Master's degree. All went on immediately to a Doctoral program. Perhaps this is due to the scholarships and assistantships which are more available than in former years. Only two professors and three noncounselors (of eight) went on immediately to the doctoral degree. Three of them have not worked full time between any of their university degrees. In the writer's opinion students who do not gain work experience are selling themselves short by robbing themselves of the chance to obtain a greater breadth of experience and background before completing their education.

7. Only twenty-seven percent of the eleven graduates who listed counseling as their occupation are employed in that position full time. Full time was defined by the counselors in listing their job occupation, not by the writer. Considering the graduates as a whole group only seven percent are full time counselors. Perhaps a look should be taken at the aims of the counselor education program. If the aim is to train people for jobs as full time counselors, then it is unachieved. However, it must be realized that the program cannot control the job which the counselor is given. If it

is merely to serve as a starting point for those who are continuing their education then it may be considered partially successful as forty-five percent went on to a doctoral degree. However, that still does not account for a majority.

8. Noncounselors spend considerably more time on administrative and clerical tasks than do either counselors or professors. No counselor spends as much as one quarter of his time at these tasks, while twelve noncounselors and three professors do. Teaching takes up at least one-fourth of the time of three counselors, nine noncounselors, and ten professors. Only four professors spend one-quarter of their work time at individual counseling compared to two noncounselors and ten counselors. The complaint is often heard that professors are too busy when they are needed for thesis supervision. Perhaps this is due to the fact that only four spend ten to twenty percent of their work time on this task. Four did not even list work time spent supervising theses. The same number spend an equivalent amount of time consulting (non university work) or on their own research. Compare that to the ten who spend ten or more percent on individual counseling. From the summaries of their work time given by the professors it appears that more time is spent on tasks not directly related to students than is on the two which

most concern students, those being teaching and supervising theses. The writer questions the balance of activities undertaken by the professors and their purpose. If professors are there to pass on their knowledge to the students probably more time should be allotted to this activity. One non-counselor commented on this very situation. The following are his comments.

"Professors should not be allowed to engage in private practice work for pay before supper time during the time session is on. To some, being a professor is having a home base and steady pay to launch a private practice from for [sic] their financial gain only. There is no time for students or teaching or reading, etc. and the private practice serves no purpose for demonstration purposes. Professors should be carrying 1-4 representative type cases as demonstrators for the students and to keep in touch. They should not be paid for these or for doing research for the gov't, school system, etc., when this is done at the student's expense as it has to be. This is the major problem in the Educational Psychology Department."

There were several similar comments made by other respondents.

9. Professors belong to more organizations than any of the other groups, with an average of about four. The Canadian Guidance Counselling Association is the most popular for all but the professors. Counselors are not great supporters of either the American Psychology Association or the Psychologists' Association of Alberta as are the other three groups. This may be partly due to the fact that they do not have the time or funds to attend conventions. American based organizations are most popular with the professors. This may have many reasons, among them the fact that most received their doctoral training in the United

States, another being the status value in being a member of the American Psychology Association. However, the writer feels they should be actively trying to further the development of counseling psychology in Canada.

Opinions about graduate studies.

1. More than fifty percent of the counselor and non-counselor groups required at least three years to complete the Master's degree, compared to only twenty percent of students and twenty-seven percent of the professors. Only one professor has a Master of Education degree and no other Master's degree. Sixty-four percent of the professors received their Master's degree from American institutions.

2. The members of the student group selected the Educational Psychology Department of the University of Alberta because of the convenient location, advice from someone, and financial aid received. Counselors selected it mainly for the location. Only professors and noncounselors selected their department mainly for its reputation. The writer wonders why the reputation of the Educational Psychology Department was a more influential reason for non-counselors than counselors?

3. A consensus of opinion exists among all graduates of counseling at the University of Alberta that the counseling practicum was the most valuable course taken. Professors ranked a course in personality first. At the Doctoral level professors rated the clinical practicum and counseling theory as the most beneficial courses to them.

4. Almost half the professors majored in clinical psychology at the Master's level. At the Doctoral level two-thirds specialized in counseling.

5. In the present core of Introduction to Educational Research, Personality Theory, Social Psychology and Education, Advanced Educational Psychology: Learning, Advanced Educational Psychology: Development, all groups ranked personality theory as being the most beneficial to counseling. The counselor and noncounselor groups rated social psychology second, while students rated learning theory, and professors rated developmental psychology second. It is interesting to note that those involved with children in counseling settings did not find the courses in development and learning as beneficial as other courses. Perhaps they found the course material inapplicable to what happened on the job. All groups ranked the course on educational research last. While there is a unanimity in the most and least beneficial courses, those inbetween vary considerably as to how valuable they were regarded.

6. More than eighty percent of all members of the various groups but the group of professors favored a core. Here only sixty-six percent thought it a good idea. Most thought it a good way to insure that all students in counseling were exposed to the body of knowledge all counselors should have. Three groups suggested that abnormal psychology be added to the core. This is significant in that Zingle said,

"A counselor ignorant of the processes of normal development and of psychopathology is not likely to be sensitive to subtle indications of disturbance in clients whose presenting problem may be only a change of course registration."

He also recommended "greater emphasis should be placed on coursework in abnormal psychology, psychopathology, developmental psychology, the sociology of work, and personality theory" (1967, p. 141). There has not been greater emphasis placed on some of the above courses by the department.

On viewing the suggestions made for a core the writer cannot help wondering if most of these respondents were thinking of a strictly counseling core since many of their suggestions are more pertinent for counseling than the other specializations in Educational Psychology. Some courses which were desired are psychology courses which could be obtained through that department of the University. Only professors and students suggested an internship, while three groups, not including the professors, mentioned family or marriage counseling. Only counselors did not include behavioral counseling on their list. That is interesting since one of the reasons given why a learning theory approach should be offered was that it was useful in school settings. This was given by a member of the school counseling group.

7. Eighty-six percent or more of all groups felt that behavioral counseling should be offered as a counseling approach. All felt that was a useful approach and since it had proved successful in some types of cases, that behavioral

counseling should be part of the counselor's repertoire. However, as one person pointed out, it depends on how you define behavioral counseling. Perhaps if people take this to mean "the management, control, and shaping of behavior" as he said, then behavioral counseling may not belong to the field of counseling.

8. Over half of each group favored the separation of counseling into three special areas: elementary, secondary, and nonschool counseling. The professor group was least in favor of this separation with students and counselors favoring it most. All groups favoring it did emphasize that there were common elements to all three levels which could be presented to the three sections as a whole. Most seemed to feel that specialization would be most beneficial in the practicum and perhaps one or two courses dealing with the unique problems and methods of counseling for each level. Most who did not agree felt that counseling was dealing with people and emotions and that a good counselor could work at any level.

9. Rogers was the theorist related to most often. He was named by forty-eight percent of noncounselors, seventy percent of counselors, sixty-four percent of professors, and ten percent of students. Professors tended to name more than one theorist, and some chose Rogers as well as another. If it is true that Rogerian counseling is used in the practicum at first since "it is easiest and the student is

likely to do less damage with it," and then that he is encouraged to choose the way that works best for him one might say that most do not change from their original position. Or perhaps, Rogerian counseling techniques work best in the schools. However, the writer also wonders whether those who adhere to the Rogerian school have had exposure to the other schools and then decided they were not as effective. Why would the current group of doctoral students vary so greatly in their theoretical orientation from the others? Perhaps, they have been fortunate enough to be exposed to more methods in the department than the other students, or it may be they have been more adventurous and because of dissatisfaction with Rogerian counseling have tried other methods. Other approaches are certainly gaining more popularity in publications. Perhaps this group has done more reading and personal research into the different methods. Several mentioned that they have been influenced considerably by outside labs which they have attended on their own. The reasons given are only conjecture as the writer did not ask why they chose the particular theorist they did.

The major approach or philosophy of counseling adhered to by a majority of all groups except the student group was a perceptual-phenomenological one. Students have more diverse philosophies. The other two groups seem to be more closely related to the approaches of professors they have had. The present students best fit the following comment made by one noncounselor.

"Above all graduates should become widely informed - learned but not indoctrinated. A great school of graduate studies in counseling would not turn out carbon copies but should turn out consistently effective individuals who have each found his own most effective *modus operandi*."

10. A majority of people in all groups did not favor the emphasis of any particular theoretical position in the practicum. The largest percentage (33%) was in the noncounselor group. Of those who felt that a single philosophy should be emphasized most favored a client-centered, or Rogerian approach. This would correspond with Rogers being the theorist related to by most in all groups, except the student group.

11. Counselors were the only group in which a majority felt that the fifty hour counseling practicum was adequate. Most dissatisfaction with the practicum seems to lie in the limited exposure to different types of cases and inadequate supervision. This concurs with Hasely and Peters (1966) who listed as one recurrent problem with practicums the difficulty in securing appropriate clients for the counseling practicum on campus. Perhaps the suggestion made that a lengthier practicum involving three months work on a full time basis is a point worth considering. In such a position one would learn what it is like to counsel continuously for six to eight hours a day and also have to become familiar with the agencies which might be of assistance to the counselor. Since this course is felt to be the most beneficial to counseling by all groups, it should

receive the greatest emphasis and personal effort of the people conducting it to make it as valuable a learning experience as possible. If this were so the remark that "the experience and training which you get depends upon your supervisor," would not be justified.

12. Eighty-two percent of the professors said that they were willing to and had demonstrated their counseling skills for the practicum students. However, this conflicts with the thirty-three percent of noncounselors, fifty percent of students, and fifty-five percent of counselors who said that they found the professors willing to demonstrate for them. One would think that with such a high percentage of professors having given demonstrations more people in the other three groups would have concurred. The discrepancy may lie in what is considered to be a demonstration by the students of the practicum and by their professors. Perhaps if it is considered to be an actual viewing via a one way mirror or in person of a live session, then the percentage of professors demonstrating may be less. It is possible that the various groups of students did not avail themselves of the opportunities presented to them to observe the professors. The writer found that the method of telling students when professors were demonstrating was very inefficient. There may be a communication problem which if clarified would lead to greater satisfaction of the practicum students as all but one who did not see demonstrations would have liked to do so.

Grading.

1. Present counselors were the only group in which it was agreed by a majority (95%) that the grading system was well defined. On the other hand, fifty-seven percent of noncounselors, seventy percent of students, and fifty-five percent of professors found it illdefined. Do the counselors have a "status quo" or "personal stake" to maintain that they so overwhelmingly disagree with the three other groups? Perhaps these people were so satisfied with their marks that they were unable to tell whether or not they were well defined or even cared little about the meaning of the grade as it was a pass. Three groups, all but noncounselors, commented on the ineffective way in which the present stanine system is used. It was remarked to the writer that "'9' is meaningless - they give out too many" or "stanine for the professors here means a system based on '7,8, or 9' rather than one to nine or at least the use of five and six to discriminate better from poorer students." The writer feels that professors should actively try to innovate changes in a system which even they consider illdefined. If it is to be used, definitely students should be entitled to know the criteria for each grade.

2. If all forty-two graduates are considered as a group, the grading system is felt to be too subjective by twenty-four percent, about right by forty-three percent, consistent by ten percent, and inconsistent by forty percent. Students were the only group of the four in which "about

right" did not receive the most approval. If the grading system is considered "about right" by forty-three percent and yet only ten percent consider it consistent, one might infer that these people are satisfied with a system in which grading has no clearcut definition.

3. The grading system receiving the most approval from all but counselors was one which would consist of three levels: honors, satisfactory, and unsatisfactory. Counselors supported the present stanine system which agrees with their feeling that the grading was well defined. No students, two professors, and six noncounselors favored the present system. With only twenty-four percent of the entire sample in favor of the present stanine system the writer would suggest that it should be examined thoroughly and either made meaningful or discarded for a more satisfactory method.

Theses and publications.

1. The average length of time taken to write the Master's thesis for all participants was from six to eight months. The range of time taken was from two to twenty months.

2. Most values given by the total sample for the writing of a thesis centered around the value as a piece of research. It provided the vehicle for learning the technique required for scientific writing and the necessity of carefully analyzing data which will either support or negate the researcher's hypotheses. Also, for those going on to the doctoral level it was preparation for writing the dissertation.

The writer wonders why it takes anywhere from two to twenty months of active thesis writing to acquire such skills.

3. The major sources of thesis topics were outside reading, professors, and one's own ideas.

4. Two professors, five noncounselors, one counselor, and no students published articles from their Master's thesis. Should it be inferred from this that only fifteen percent of the sample wrote a Master's thesis that contained publishable research? If so, the development of good research skills may be questioned. Or perhaps, more material of a publishable calibre was written but the writers were not interested in attempting to publish it. If this is the case, that they really are not interested in being researchers, then perhaps writing a thesis is not the best and most useful way for them to spend their time.

5. In the entire graduate sample seventy-five percent would have chosen an internship rather than a thesis had it been an available choice. They felt an internship to be of more practical value to practitioners and that the necessary research skills could be picked up in a course. Also, the internship would allow for training in dealing with a greater diversity of cases.

6. Approximately fifty percent of counselors and noncounselors, seventy-five percent of professors, and ninety percent of students were fortunate enough to have the individual they wanted most as their advisor. For those who could not, it was usually because he was too busy.

7. Over eighty percent of all groups found their thesis advisor to be interest in their research. Sixty-six percent of professors found their advisors to be critical. The writer questions how, if these same professors were not rated as critical by their students in either a positive or negative manner, they could evaluate and convey to the student what he had done. Advice must have been conveyed in some manner to the graduate as about seventy percent found their advisor's advice to be very beneficial and the remainder said that it was moderately beneficial. This would suggest that the graduates were satisfied with the assistance received while writing the thesis.

8. Eighty percent of the graduates said that the professors were easily accessible for appointments regarding the thesis. Some respondents seem to dissent from this view, indicating rather that professors are never available when needed.

9. Few suggestions were made regarding changes in the advisory system. Many referred to the allotment of more time for thesis supervision. Several suggestions that might be looked into by the Department were the development of a preliminary oral defending the basis of the thesis, seminars on the technical aspects of developing a thesis, and keeping all committee members aware of the thesis research.

10. Only the student group has not published any papers. The most active publishers are the professors and noncounselors. Six professors, one counselor, and two

noncounselors have published six or more papers. In addition, two professors have published a book each. The majority of those who have not published say that they intend to do so, except for the noncounselor group. If they do not intend to do so, generally it is due to lack of interest.

Further education.

1. Forty-five percent of the graduates surveyed went on to a Doctoral degree. In this group there is only one who has completed a doctorate and remained a counselor. Twelve of the nineteen, who went on, selected counseling as their major area of study.

2. Except for noncounselors, at least half of the members of the remaining three groups would like to see a doctorate available in counseling which would have an internship rather than a thesis. Many felt that this was more valuable and practical for those intending to be practitioners, not researchers or professors. Several specified that they felt that it should not be a Doctor of Philosophy degree, however, as that should be retained as a research degree. One did mention that to have the approval of the American Psychology Association both a thesis and an internship are required. Since at present the University of Alberta has no internship, the writer questions the respect or status that a Doctoral degree from this University has. A serious study needs to be made on the requirements needed by a professional counselor. Since they receive different training from clinical or other psychologists they may have

to develop their own standards and professionalism.

Those favoring the retaining of a thesis felt that it was necessary at the Doctoral level to advance the field of knowledge and to keep the Doctor of Philosophy degree.

General questions.

1. If they were to establish a new program forty-five percent would allow either the thesis or internship option, twenty-eight percent favored the thesis or additional courses option, five percent a comprehensive examination, and fifteen percent the same program currently at the University of Alberta. The remainder had other suggestions, usually a combination of the above. Considering that only fifteen percent would duplicate the program at the University of Alberta without modifications, perhaps it is time that it was revised and met with more general approval.

2. In all groups at least seventy-five percent felt that the following were important traits of counselors: open to suggestion, empathic, person-oriented, self-confident, and flexible. The same percentage said that being affluent, mechanical, and dogmatic were unimportant. Professors were the only ones in which reflective received the same support. Unique traits which students listed as unimportant were artistic and compliant, while punctual was important. They stood alone in not regarding dedicated as being important. Counselors were the only ones who selected directive as unimportant and practical as important. They did not include tolerance of ambiguity as a valued attribute which the other

groups did include. Noncounselors were the only group who did not feel that counselors had to have stability as an important characteristic.

If the students do not feel that being dedicated is important for a counselor, the writer wonders how they feel they can function effectively as practitioners in a capacity to which they are not committed.

Conclusions

These conclusions seem warranted from the analysis of the preceding data:

1. A majority of the graduates of the Master of Education program in counseling are Albertans who have also received their undergraduate degree from the University of Alberta.
2. The majority who take the Master of Education degree in counseling and have held a job prior to it were either teachers or counselors.
3. Of those who are currently employed, the majority are not full time counselors. Only three of the thirty-two work in that capacity. About one third counsel on either a full or part time basis.
4. Noncounselors spend the most time on administrative and clerical tasks.
5. Professors spend as much time in private consulting or research as they do in supervising theses.
6. The majority of professors spend over half their

time in teaching and in individual counseling.

7. Counselors and noncounselors required more time to complete their Master's degree than the present students or professors. The average time is more than two years for the majority.

8. There was no single main reason for the graduates as a whole in choosing the Educational Psychology Department of the University of Alberta as the place to do their graduate studies.

9. The counseling practicum was considered the most beneficial course taken by the graduates.

10. Personality theory is the most beneficial of the core courses required, and Introduction to Educational Research the least beneficial for these graduates.

11. A majority of all groups favor a core of required courses or competencies.

12. Behavioral counseling as one useful approach is desired as a course offering.

13. The separation of counseling into three distinct specialization areas: elementary, secondary, and non school counseling was approved of by over half the sample.

14. Rogers was the most popular theorist related to by all except the present student group.

15. Except for the present student group in the study, most graduates did not differ greatly in their counseling philosophies from the professors in the department. The most common approach is a perceptual-phenomenological

one.

16. The use of one particular theoretical approach for the practicum is not desired.

17. The fifty hour counseling practicum is inadequate both in types of cases counseled and supervision of the student.

18. The majority of professors demonstrate counseling skills for the students. However, there exists considerable dissatisfaction among graduates as to the number of demonstrations which they saw.

19. About one half feel that the grading system is not well defined.

20. The present grading system has the support of less than one half of all groups as a whole. The most popular replacement suggested was one of three levels: honors, satisfactory, and unsatisfactory.

21. Three quarters would have chosen to do an internship rather than a thesis if the choice had been available.

22. Very few have published the findings in their Master's thesis.

23. The thesis advisory system is considered adequate.

24. Almost half favor a counseling doctorate which would have an internship rather than a thesis.

25. Only fifteen percent would establish a program exactly as it presently is at the University of Alberta.

The remainder feel that modifications are desirable.

26. Important and unimportant attributes of counselors were perceived very similarly by all groups. Those of importance were: empathic, open to suggestions, person-oriented, self-confident, and flexible. Relatively unimportant were affluent, mechanical, and dogmatic.

Recommendations

Some recommendations growing out of this study are:

1. Consideration should be given to the implementation of an internship so that those wishing that option could take it.
2. The present grading system should be reviewed in light of the dissatisfaction indicated.
3. Since most of the graduates do not become full time counselors, a study should be made to see if other courses should be offered which would be more pertinent to the occupations which they enter.
4. More specialization is wanted for the three levels of counseling mentioned. This area should be further investigated to see if these needs could be met.
5. The counseling practicum should be broadened to include a greater variety of experiences. Also, changes in supervision might be made. They would probably involve closer supervision of the student which would mean more hours of supervisory work for the professors.
6. The offering of training in behavioral counseling

should be considered.

7. Since a majority favor a core of competencies but do not find many of the present core courses very beneficial to counseling, perhaps a separate core for counselors could be established.

8. Professors should consider doing more counseling demonstrations for the students.

9. More time should be allotted for the supervision of theses. Perhaps those professors most interested and skilled in this area could be relieved of some of their teaching duties to do so.

10. Consideration could be given to developing a new doctorate in counseling which would have an internship rather than a thesis.

11. Regular follow-up studies should be made of the graduates to see that the program is applicable to what they are practising in the field. This could then be used as a guideline in future curriculum changes.

12. Research should be carried out to establish counselor traits that are important and ways to help students develop them.

13. A study might be made on why graduates leave the field.

14. One respondent asked, "Should professors be engaged in private counseling? There is a question in my mind that some professors become over-committed to private counseling and as a result are not available to the student."

Someone should investigate the "balance" in activities of the professors. An appropriate "balance" needs to be found between their professional and academic activities.

15. The goals of counselor education should be clearly defined and established.

16. As the writer sees it there appears to be conflict in the minds of the graduates between research and practice. Most graduates are practice rather than research oriented. The majority favor an internship rather than a thesis at the Master's level. The thesis is viewed as being helpful for learning scientific writing and thinking; but the internship is seen as more beneficial in terms of time spent and ultimate learning experience. The most useful course was the counseling practicum, while statistics and research design was the least. Students expressed a lack of interest in research ability and knowledge and viewed statistics of no use in the future except in reading publications. The above reasons plus the ones to follow outline why the writer feels that consideration should be given to the establishment of a separate school for counseling.

The marking system could be improved and made more meaningful if geared specifically to the goals of counselor education. It appears that at present, the grading system is used rather inconsistently and in what might appear to be a half-hearted manner, in accordance with established grading patterns in the University, however it is not taken too seriously by some graduates or professors.

Most feel that a core is desirable but that it could be specific to counseling. Counselor education is sufficiently different from the rest of Educational Psychology to warrant a separate core.

Finally the few publications by the graduates and general lack of interest or enthusiasm about publishing shows little time or desire for doing research.

The writer realizes that there are also reasons against the establishment of a professional school for counselors on the University campus, but not part of the graduate departments. There might develop a lack of respect for a degree which is not specifically a presently recognized graduate degree. Also, if not closely supervised and developed it might never attain the status or respect which other graduate degrees have. It might be argued that establishing a separate school would be financially impractical. However, Schools of Social Work have been established successfully and appear to have overcome that hurdle.

Perhaps a solution can be offered which will outline a way to improve counselor education and avoid the pitfalls mentioned above. A school similar to the Schools of Social Work could be established as part of the University, but would be specifically geared to practice. As such, the school could more clearly define its own goals and methods because it would be more independent. In addition separate criteria for grading, selection, and degrees could be established. A Doctoral degree could be maintained but

perhaps it would be a Doctor of Psychology degree rather than a Doctor of Philosophy degree which is traditionally a research degree.

Research in the field of counseling could still be available for those who so desire and advances in psychology could be kept up with by virtue of association with the University. In fact, the above could be done more satisfactorily if counseling is not associated with a given department as it now is. Students could then gain instruction from any of a number of departments concerned with "people-oriented" education, providing the broader type of education which is desirable for a counselor.

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Appendix A

The Professors' Questionnaire

Ed. Psychology Dept.,
University of Alberta,
87th Avenue,
Edmonton, Alberta.

Dear Colleagues:

One of my masters students in counselling is engaged in a study of the counselling programme at the University of Alberta. She would appreciate your cooperation in filling out the enclosed questionnaire. The information obtained will be used in her thesis.

Please try to answer the questions as accurately as possible. You need not sign the enclosed questionnaire. Please return the questionnaire in the enclosed envelope.

Your cooperation will be greatly appreciated.

Sincerely,

Donald C. Fair

Encl.

Number _____

DIRECTIONS:

- (1) Read each item carefully.
- (2) Please check the appropriate answer where applicable or print your answer in the blank space provided.
- (3) If you have any additional comments that you wish to make please do so on the back of the last page.
- (4) The number in the upper right corner is a control number used in tabulation only.
- (5) A stamped, self-addressed envelope is enclosed to be used to return the completed questionnaire.

PROFESSORS' QUESTIONNAIRE

BACKGROUND INFORMATION

(A) Personal Background:

(1) Present age:

_____ 20 - 25	_____ 36 - 40
_____ 26 - 30	_____ 41 - 45
_____ 31 - 35	_____ 46 - 50
	_____ over 50

(2) Marital Status:

_____ single	_____ divorced
_____ married	_____ widow or widower
_____ separated	

(B) Educational Background:

(1) Name of the university or universities from which you received your undergraduate degree.

(2) Undergraduate degree(s) earned.

(3) Indicate your undergraduate specialization.

_____	major area
_____	minor area (if any)

(4) Year of undergraduate graduation.

(C) Occupational Background:

- (1) Jobs held since receiving undergraduate degree and prior to receiving Master of Education degree.

- (2) Jobs held between completion of the masters and doctoral degree.

- (3) Jobs held since completion of your doctoral degree.

- (4) Title of job(s) now held.

- (5) Approximate use of work time per month (in percentage).

_____	administrative
_____	clerical
_____	personal individual counselling
_____	group counselling
_____	testing
_____	teaching
_____	on own research
_____	supervising theses
_____	consulting (counselling off campus)
_____	other (please specify) _____

- (6) List the professional organizations of which you are a member

(D) Graduate Studies Program:

(i) Masters Level:

- (1) Year that you began masters work.

- (2) What type of masters degree did you obtain?

- (3) Year the masters program completed.

- (4) What university did you attend for your masters degree and why did you select that particular university? (Rank the following from 1 to 6 using 1 for the choice most like your reason and 6 for the one least like your reason).

Name of university _____

_____ reputation of the department in which
you were specializing

_____ cost

_____ financial assistance received

_____ convenience of travel

_____ advice from a friend or other person

_____ other (please specify) _____

- (5) At the masters level what was your area of specialization?

- (6) List in order the courses that you found most beneficial to counselling. Beginning with the most and ending with the least, list only those taken at the masters level.

(ii) Doctoral Level:

- (7) Year that you began doctoral work.

- (8) What type of doctoral degree did you obtain?

- (9) List your major and minor areas of specialization at the doctoral level.

major area _____

minor area _____

- (10) Year the doctoral program completed.

- (11) From what university did you obtain your doctoral degree?

- (12) What courses did you take, at the doctoral level, that you have found most beneficial to counselling? List the most beneficial first.

(iii) Course Work:

- (13) The "core" is a group of courses now required by all graduate students in educational psychology. This is the core of courses at present. Rank it in order of value preference for counselling. Use 1 for the course that you prefer most, then 2 and so on.

_____ introduction to educational research
(Ed. Psy. 502)
_____ theories of personality (Ed. Psy. 515)
_____ social psychology and education
(Ed. Psy. 517)
_____ advanced educational psychology:
development (Ed. Psy. 569)
_____ advanced educational psychology:
learning (Ed. Psy. 571)

- (14) Do you approve of a core?

_____ yes _____ no

Please give reasons for your choice of answer.

- (15) What courses, if any, do you feel should be added to the core?

- (16) What additional course topics and/or areas would you like to see available? (not necessarily part of the core).

- (17) Do you feel that specific courses in behavioral counselling, which utilize learning theory approaches, should be offered?

_____ yes _____ no

Why do you feel as you do? _____

- (18) Do you think that there should be specialized programs for training elementary, secondary, and non school counsellors?

_____ yes _____ no

If yes, why; if no, why not? _____

- (19) To what well known theorist do you consider your counselling philosophy most closely related?

- (20) Do you feel that a particular counselling philosophy should be emphasized in the practicum course?

_____ yes

_____ no

If yes, which one? _____

- (21) Do you feel that the counselling practicum, which currently requires 50 hours of practical experience, offers adequate training in individual counselling?

_____ yes

_____ no

If no, why not? _____

- (22) Do you engage in individual counselling at the university?

_____ yes _____ no

If yes, are you willing to demonstrate your skills for the students in the practicum?

_____ yes _____ no

Have you ever done so?

_____ yes _____ no

- (23) How adequately do you feel the students, who take the practicum at this university (U. of A.), are prepared in how they relate to others. Circle the appropriate number on the scale.

1	2	3	4	5
+	+	+	+	+
not at all	little preparation	somewhat prepared	quite well prepared	very well prepared

(iv) Grading:

- (24) Did you find the grading system generally well defined?

_____ yes _____ no

Do you have any suggestions that you would like to make regarding the grading system?

- (25) Which would you prefer? (check the one you like most).

_____ a pass-fail system in all subjects
_____ a pass-fail system in the practicum subjects
_____ the present stanine system
_____ a system of three levels consisting of unsatisfactory, satisfactory, honours.

(v) Thesis and Publications:

(26) Was your masters thesis a statistical study?
i.e. were major statistical analyses carried
out on the data?

_____ yes _____ no

(27) Did you publish the results of your study in
a recognized counselling journal?

_____ yes _____ no

(28) Do you know of anyone who has done additional
research in the area?

_____ yes _____ no

(29) Has any part of your doctoral study been
published?

_____ yes _____ no

(30) How many months did you spend actively working
on your masters thesis?

on your doctoral thesis?

(31) From where or whom did you obtain your masters
thesis topic?

your doctoral thesis topic?

(32) List the titles of your theses.

masters _____

doctoral _____

- (33) What were the values for you, if any, in writing a masters thesis?

- (34) Is the fact that you have written a thesis beneficial to you now as a counsellor?

_____ yes Why? _____

_____ no Why not? _____

- (35) Was the individual who supervised your masters thesis your first choice of a thesis supervisor?

_____ yes

_____ no Why not? _____

- (36) Did your thesis supervisor do any group or individual counselling on his own?

_____ yes _____ no

- (37) Was your thesis advisor easily accessible for appointments and consultations? (3-4 days notice).

_____ yes _____ no

- (38) Was your advisor's attitude toward you (check all applicable)

_____ interested
_____ dictatorial
_____ condescending
_____ helpful
_____ indifferent
_____ teacher-pupil relationship
_____ critical
_____ other (specify) _____

(39) Was your advisor's advice and assistance

_____ very beneficial
_____ moderately beneficial
_____ not at all beneficial

(40) What suggestions could you make regarding the advisory system?

(41) Have you published any papers?

_____ yes _____ no

If yes, how many?

_____ 1 or 2 _____ 6 -- 10
_____ 3 -- 5 _____ over 10

(42) If you have not published any papers do you intend to do so?

_____ yes

_____ no Why not? _____

(43) Have you published any books

_____ yes _____ no

If yes, how many? _____

(44) Would you like to see a doctorate available in counselling that would include a one year internship rather than a thesis?

_____ yes _____ no

Please give reasons for your choice of answer.

(E) General Questions:

(45) If you were to establish a counsellor training program, would you

- ☐ follow the same basic program that you had
☐ change the thesis to an option of additional courses
☐ have a thesis or a one year internship option
☐ change the thesis to a comprehensive examination
☐ other (specify) _____

(46) Briefly outline your philosophy of counselling.

(47) Rate the following characteristics as to how important you feel they are to describe a good counsellor. Circle the number on the scale. Add any additional attributes that you feel should be listed.

	1	2	3	4	5
	+	+	+	+	+
not at all important		slightly important	moderately important	quite important	very important

	1	2	3	4	5
reflective	+	+	+	+	+

	1	2	3	4	5
open to suggestion	+	+	+	+	+

	1	2	3	4	5
tolerant of ambiguity	+	+	+	+	+

	1	2	3	4	5
empathic	+	+	+	+	+

judgmental	1	2	3	4	5
	+	+	+	+	+
affluent	1	2	3	4	5
	+	+	+	+	+
outgoing	1	2	3	4	5
	+	+	+	+	+
efficient	1	2	3	4	5
	+	+	+	+	+
persuasive	1	2	3	4	5
	+	+	+	+	+
person-oriented	1	2	3	4	5
	+	+	+	+	+
mechanical	1	2	3	4	5
	+	+	+	+	+
aggressive	1	2	3	4	5
	+	+	+	+	+
dominant	1	2	3	4	5
	+	+	+	+	+
passive	1	2	3	4	5
	+	+	+	+	+
self-confident	1	2	3	4	5
	+	+	+	+	+
nurturant	1	2	3	4	5
	+	+	+	+	+
artistic	1	2	3	4	5
	+	+	+	+	+
analytical	1	2	3	4	5
	+	+	+	+	+
dogmatic	1	2	3	4	5
	+	+	+	+	+
sympathetic	1	2	3	4	5
	+	+	+	+	+
compliant	1	2	3	4	5
	+	+	+	+	+

persistent	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
anxious	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
dedicated	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
well-dressed	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
punctual	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
self-controlled	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
original	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
contemplative	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
conservative	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
stable	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
carefree	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
directive	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
intellectual	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
theoretical	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
practical	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+
flexible	1	2	3	4	5
	+	+	+	+	+

	+	+	+	+	+

Appendix B

The Graduates' Questionnaire

Ed. Psychology Dept.,
University of Alberta,
87th Avenue,
Edmonton, Alberta.

Dear Colleague:

Since the inception of the counsellor education programme at the University of Alberta, there has not been a follow-up study done. All of us know that follow-up and evaluation are very important aspects of determining the effects of any educational process. The time has come to follow-up the Master of Education graduates in counselling in an effort to analyse and evaluate the programme.

Your help in this endeavour is essential. By expressing your opinions now you will be making a valuable contribution to the evaluation of the Master of Education programme in counselling.

Complete anonymity and confidentiality of response will be carefully maintained. It should require only about one half hour of your time to complete the questionnaire. The data will be developed and used for one of the Master of Education student's thesis currently being supervised by myself.

Your cooperation will be greatly appreciated.

Sincerely,

Donald C. Fair
Associate Professor

BACKGROUND INFORMATION

(A) Personal background:

(1) Present age:

<input type="checkbox"/> 20-25	<input type="checkbox"/> 41-45
<input type="checkbox"/> 26-30	<input type="checkbox"/> 46-50
<input type="checkbox"/> 31-35	<input type="checkbox"/> over 50
<input type="checkbox"/> 36-40	

(2) Marital status:

<input type="checkbox"/> single	<input type="checkbox"/> divorced
<input type="checkbox"/> married	<input type="checkbox"/> widow or widower
<input type="checkbox"/> separated	

(B) Educational Background:

(1) Name of the university or universities from which you received your undergraduate degree.

(2) Undergraduate degree(s) earned.

(3) Indicate your undergraduate specialization.

_____	major area
_____	minor area (if any)

(4) Year of undergraduate graduation.

(C) Occupational Background:

(1) Jobs held since receiving undergraduate degree and prior to receiving Master of Education degree.

(2) Title of jobs held since completing the Master of Education degree.

(3) Title of job now held.

(4) Approximate use of work time per month (in percentage).

_____ administrative
_____ clerical
_____ personal individual counselling
_____ group counselling
_____ testing
_____ teaching
_____ in-service training
_____ other (please specify) _____

(5) List the professional organizations of which you are a member.

(D) Graduate Studies Program:

(1) Year that you began graduate work in either the graduate diploma program or graduate studies toward a Master of Education degree.

(2) Year you completed the Master of Education program.

(3) Why did you select the University of Alberta for graduate study? (Rank the following from 1 to 6 by placing 1 by the reason most like your reason and 6 by the one least like your reason).

_____ reputation of the Educational Psychology
_____ Department in counselling
_____ cost
_____ financial assistance received
_____ convenience of travel
_____ advice from a friend or other person
_____ other (please specify) _____

(i) Course Work:

- (4) List in order from the highest to the lowest the titles of the courses that you have found most beneficial to counselling.

- (5) The "core" is a group of courses now required by all graduate students in educational psychology. This is the core of courses at present. Rank it in order of value preference for counselling. Use 1 for the course that you prefer most, then 2 and so on.

_____ introduction to educational research
(Ed. Psy. 502)
_____ theories of personality (Ed. Psy. 515)
_____ social psychology and education (Ed. Psy. 517)
_____ advanced educational psychology: development
(Ed. Psy. 569)
_____ advanced educational psychology: learning
(Ed. Psy. 571)

- (6) Do you approve of a core?

_____ yes _____ no

Please give reasons for your choice of answer.

- (7) What courses, if any, do you feel should be added to the core?

- (8) What additional course topics and/or areas would you like to see available? (not necessarily part of the core).

- (9) Do you feel that specific courses in behavioral counselling, which utilize learning theory approaches, should be offered?

_____ yes _____ no

Why do you feel as you do? _____

- (10) Do you think that there should be specialized programs for training elementary, secondary, and non school counsellors?

_____ yes _____ no

If yes, why; if no, why not?

- (11) To what well known theorist do you consider your counselling philosophy most closely related?

- (12) Do you feel that a particular counselling philosophy should be emphasized in the practicum course?

_____ yes _____ no

If yes, which one? _____

- (13) Do you feel that the counselling practicum, which currently requires 50 hours of practical experience, offers adequate training in individual counselling?

_____ yes _____ no

If no, why not? _____

- (14) Did you find that the professors who engaged in private practice in individual counselling were willing to demonstrate their skills for you?

_____ yes _____ no

If no, would you have liked to see some demonstrations?

_____ yes _____ no

- (15) How adequately do you feel you were prepared at the university in how you relate to others. (Circle the appropriate number on the scale).

1	2	3	4	5
+	+	+	+	+
not at	little	somewhat	quite	very well
all	prepara-	prepared	well	prepared
	tion		prepared	

(ii) Grading:

- (16) Did you find the grading system generally well defined?

_____ yes _____ no

Do you have any suggestions that you would like to make regarding the grading system?

- (17) Did you find the grading generally (check all that apply)

_____	too subjective
_____	about right
_____	consistent
_____	too objective
_____	inconsistent
_____	other (please specify) _____

- (18) Which would you prefer? (check the one you like most)

_____	a pass-fail system in all subjects
_____	a pass-fail system in the practicum subjects
_____	the present stanine system
_____	a system of three levels consisting of unsatisfactory, satisfactory, honours.

(iii) Thesis and papers:

(19) Was your thesis a statistical study? i.e. were major statistical analyses carried out on the data?

_____ yes _____ no

(20) Did you publish the results of your study in a recognized counselling journal?

_____ yes _____ no

(21) Do you know of anyone who has done additional research in the area?

_____ yes _____ no

(22) How many months did you spend actively working on your Master of Education thesis?

(23) From where or from whom did you obtain your thesis topic?

(24) What was the title of your thesis?

(25) What were the values for you, if any, in writing a Master of Education thesis?

(26) If you could have chosen between a one year internship with pay equal to that of an assistantship and writing a thesis, which would you have chosen and why?

- (27) Is the fact that you have written a thesis beneficial to you now as a counsellor?

_____ yes. Why? _____

_____ no. Why not? _____

If you are not a counsellor please specify your job and tell how having written a thesis is of benefit or not of benefit to you now.

- (28) Was the individual who supervised your masters thesis your first choice of a thesis supervisor?

_____ yes

_____ no. Why not? _____

- (29) Did your thesis supervisor do any group or individual counselling on his own?

_____ yes _____ no

- (30) Was your thesis advisor easily accessible for appointments and consultations? (on 3-4 days notice)

_____ yes _____ no

- (31) Was your advisor's attitude toward you (check all applicable)

_____ interested
_____ dictatorial
_____ condescending
_____ indifferent
_____ teacher-pupil relationship
_____ critical
_____ other (specify) _____

(32) Was your advisor's advice and assistance

_____ very beneficial
_____ moderately beneficial
_____ not at all beneficial

(33) What suggestions could you make regarding the advisory system?

(34) Have you published any papers?

_____ yes _____ no

If yes, how many?

_____ 1 or 2 _____ 6 -- 10
_____ 3 -- 5 _____ over 10

(35) If you have not published any papers do you intend to do so?

_____ yes

_____ no. Why not? _____

(iv) Further Education:

(36) Did you go on to a doctoral program?

_____ yes _____ no

If yes, list your major and minor areas of specialization.

major area _____

minor area _____

(37) Would you like to see a doctorate available in counselling that would include a one year internship rather than a thesis?

_____ yes _____ no

Please give reasons for your choice of answer.

(E) General Questions:

(38) If you were to establish a counsellor training program, would you

- _____ follow the same basic program that you had
- _____ change the thesis to an option of additional courses
- _____ have a thesis or a one year internship option
- _____ change the thesis to a comprehensive examination
- _____ other (specify)

(39) Briefly outline your philosophy of counselling.

(40) Rate the following characteristics as to how important you feel they are to describe a good counsellor. Circle the number on the scale. Add any additional attributes that you feel should be listed.

	1	2	3	4	5
	+	+	+	+	+
	not at	slightly	moderately	quite	very
	all	important	important	important	important
	important				

	1	2	3	4	5
	+	+	+	+	+
reflective					

	1	2	3	4	5
	+	+	+	+	+
open to suggestion					

	1	2	3	4	5
	+	+	+	+	+
tolerant of ambiguity					

	1	2	3	4	5
	+	+	+	+	+
empathic					

judgmental	1	2	3	4	5
	+	+	+	+	+
affluent	1	2	3	4	5
	+	+	+	+	+
outgoing	1	2	3	4	5
	+	+	+	+	+
efficient	1	2	3	4	5
	+	+	+	+	+
persuasive	1	2	3	4	5
	+	+	+	+	+
person-oriented	1	2	3	4	5
	+	+	+	+	+
mechanical	1	2	3	4	5
	+	+	+	+	+
aggressive	1	2	3	4	5
	+	+	+	+	+
dominant	1	2	3	4	5
	+	+	+	+	+
passive	1	2	3	4	5
	+	+	+	+	+
self-confident	1	2	3	4	5
	+	+	+	+	+
nurturant	1	2	3	4	5
	+	+	+	+	+
artistic	1	2	3	4	5
	+	+	+	+	+
analytical	1	2	3	4	5
	+	+	+	+	+
dogmatic	1	2	3	4	5
	+	+	+	+	+
sympathetic	1	2	3	4	5
	+	+	+	+	+
compliant	1	2	3	4	5
	+	+	+	+	+
persistent	1	2	3	4	5
	+	+	+	+	+

anxious	1	2	3	4	5
	+	+	+	+	+
dedicated	1	2	3	4	5
	+	+	+	+	+
well-dressed	1	2	3	4	5
	+	+	+	+	+
punctual	1	2	3	4	5
	+	+	+	+	+
self-controlled	1	2	3	4	5
	+	+	+	+	+
original	1	2	3	4	5
	+	+	+	+	+
contemplative	1	2	3	4	5
	+	+	+	+	+
conservative	1	2	3	4	5
	+	+	+	+	+
stable	1	2	3	4	5
	+	+	+	+	+
carefree	1	2	3	4	5
	+	+	+	+	+
directive	1	2	3	4	5
	+	+	+	+	+
intellectual	1	2	3	4	5
	+	+	+	+	+
theoretical	1	2	3	4	5
	+	+	+	+	+
practical	1	2	3	4	5
	+	+	+	+	+
flexible	1	2	3	4	5
	+	+	+	+	+

Appendix C
The Follow-up Letter

Ed. Psychology Dept.,
University of Alberta,
87th Avenue,
Edmonton, Alberta.

Dear Colleague:

A short time ago, you received a questionnaire with a request for information about yourself and the counselling program at the University of Alberta. The information requested is vital to the thesis based upon it. Your important reply has not been received to date. Please return the completed questionnaire in the envelope sent for your use. I shall look forward to receiving your reply soon.

Sincerely,

Donald C. Fair

DCF'bb

B29953